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ABSTRACT

The final report documents achievements of a 3 year Nebraska project for early childhood handicapped students. Objectives are listed for each of three main goals: to cause the development, expansion, and improvement of services to preschool handicapped children: to assist parents, through appropriate channels, in assuming a more active role as the primary educators of and advocates for their young handicapped children: and to develop a system to gather, maintain, and disseminate information relating to services provided to and needed by preschool children in Nebraska. Among the 11 appendixes, which comprise more than one half of the document, are a report of the eastern regional coordinator, a sample newsletter, and rules for voluntary licensure of preschools. (CL)

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Nebraska Department of Education (NDE)

FY 78-79 State Implementation Grant

Proposal Title: A Regional Approach
to the Coordination and Delivery
of Services to Preschool Handicapped
Children and Their Parents

FINAL PERFORMANCE REPORT

Grant Number: G007803813

Project Number: 444CH80008

EC130180

JUL 3 1980

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

March 10, 1980

Mike Caporaletti
U. S. Office of Education
Grant and Procurement Management Division
400 Maryland Avenue SW
ROB #3 - Room 5662
Washington, D. C. 20202

RE: Grant #G007803813
Project #444CH80008

Dear Mike:

Enclosed please find the Final Performance Report (original and two copies) of Nebraska's 1978-79 State Implementation Grant (SIG). You will note that the report covers the period September 1, 1978 through December 31, 1979, due to the approval of a no-cost time extension for the period September 1 - December 31, 1979.

Thanks to the no-cost time extension, I am pleased to tell you that we not only successfully completed all extended objectives and activities by the end of December, but we also experienced some very positive spin-offs which we plan to build on in next year's SIG proposal.

I appreciate your help over this past year, Mike, particularly last spring and summer when I was brand-new to the position. Thank you for your assistance; I look forward to working with you again!

Sincerely,

SPECIAL EDUCATION BRANCH

Jan Thelen

Janis J. Thelen, Supervisor
Early Childhood Education

JJT/td

cc: Barbara Schliesser

Encl.

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WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1091

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations *(45 CFR 121, GSA FMC 74-7).*

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report: March 1, 1980	**2. Grant Number:** G007803813
3. Period of Report: From: 09/01/78	**To:** 12/31/79

4. Grantee Name and Descriptive Name of Project:

Nebraska Department of Education (State Implementation Grant)
"A Regional Approach to the Coordination and Delivery of Services to Preschool Handicapped Children and their Parents"

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s): Janis J. Thelen, Project Director	**Signature of Project Director(s) or Principal Investigator(s):** Janis J. Thelen

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent/Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice Training
Evaluation	

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, magazines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Date
Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded	173	137	N/A	N/A	N/A	N/A
2. Educable Mentally Retarded	9	47	N/A	N/A	N/A	N/A
3. Specific Learning Disabilities	1	115	N/A	N/A	N/A	N/A
4. Deaf-Blind (listed under deaf or blind)						
5. Deaf/Hard of Hearing	5	31	N/A	N/A	N/A	N/A
6. Visually Handicapped	10	30	N/A	N/A	N/A	N/A
7. Seriously Emotionally Disturbed	0	31	N/A	N/A	N/A	N/A
8. Speech Impaired	12	275	N/A	N/A	N/A	N/A
9. Other Health Impaired (listed under orthopedic. handicapped)						
10. Orthopedically Impaired	52	63	N/A	N/A	N/A	N/A
11. Total * See page following	262	729	N/A	N/A	N/A	N/A
12. Multihandicapped	(apprx.	30%)				

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB N/A to SIG

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)*		
Teachers		
Paraprofessional		

Table IC N/A to SIG

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped		N/A	N/A	N/A	N/A
Administration		N/A	N/A	N/A	N/A
Early Childhood		N/A	N/A	N/A	N/A
Trainable Mentally Retarded		N/A	N/A	N/A	N/A
Educable Mentally Retarded		N/A	N/A	N/A	N/A
Specific Learning Disabilities		N/A	N/A	N/A	N/A
Deaf/Hard of Hearing		N/A	N/A	N/A	N/A
Visually Handicapped		N/A	N/A	N/A	N/A
Seriously Emotionally Disturbed		N/A	N/A	N/A	N/A
Speech Impaired		N/A	N/A	N/A	N/A
Orthopedically and Other Health Impaired		N/A	N/A	N/A	N/A
TOTAL ** See page following	570	N/A	N/A	N/A	N/A

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Table IIIA N/A to SIG

Placement of Children Participating in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT *(i.e., in regular programs with children who are NOT handicapped)*	Nursery schools			
	Day-care programs			
	Head Start			
	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
SPECIAL EDUCATION PLACEMENT *(i.e., in classes only for handicapped children but situated in regular private or public school)*	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program in coming year			
	Other *(specify)*			

Table IIIB

	NUMBER		PERCENT
Cumulative number of children entered into integrated placement *(if known)* prior to this report period →	N/A	Estimated retention rate of cumulative number in integrated placement →	N/A %

* Figures in Table I, Part A, represent preschool children known to be receiving services as of April 1, 1978 in a variety of programs throughout the state. Although the activities initiated through this proposal did not provide direct service to these children, the numbers of children able to be served was enhanced through the grant activities.

** Inservice activities involved professionals, students, and parents working with all types of handicaps. The rural nature of the State of Nebraska makes it imperative that service providers are equipped to deal with a variety of handicapping conditions.

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INTRODUCTION

The beginning of the third year of the Early Childhood State Implementation Grant on September 1, 1978, saw an expansion of activities initiated during the first two funding years.

Of major significance during the 1978-79 funding year was the implementation of Nebraska's preschool legislative mandate, LB889, which became effective on July 1, 1979. This new law requires that each local school district provide special education services to resident handicapped children beginning at birth or date of diagnosis.

Work accomplished through the 1978-79 SIG Grant focused around three major goals:

1. Cause the development, expansion, and improvement of services to preschool handicapped children.
2. Assist parents through appropriate channels in assuming a more active role as the primary educators of and advocates for their young children.
3. Develop a system to gather, maintain, and disseminate information relating to services provided to and needed by preschool handicapped children in Nebraska for the purpose of meeting present needs and assisting in furture planning.

This final report will address the accomplishments and slippages of each of the objectives designed to reach these goals, as well as unanticipated spinoffs. This report covers the period September 1, 1978 to December 31, 1979, as a no-cost time extension was requested and approved in August, 1979.

GOAL I

CAUSE THE DEVELOPMENT, EXPANSION, AND IMPROVEMENT OF SERVICES TO PRESCHOOL HANDICAPPED CHILDREN

Objective 1: To develop a system of interaction among entities currently serving preschool handicapped children.

Accomplishments:

1. Informed public and private early childhood providers about series of regional meetings through statewide mailing activity. (August, 1978) See Appendix A.
2. Arranged and held 29 regional planning meetings around the state to bring together current service providers for the purpose of cooperative planning. (September, 1978)

Slippages: None

Objective 2: To develop alternative support service delivery systems for entities serving preschool handicapped children.

1. Provided specialized on-site consultation and support services to providers of preschool programs. (See Appendix B: Report of Eastern Coordinator)
2. Promoted participation by early childhood programs in the activities of other agencies. (See Appendix C: Roundhouse bimonthly publication)
3. Provided planning, resource, and program consultation to groups of early childhood providers upon request. (See Appendix B)

Slippages: None

Objective 3: To develop and conduct at least six regional meetings designed to provide LEA's with information necessary to develop services for preschool handicapped children.

Accomplishments:

1. Planned and conducted five regional informational meetings (a) child location and identification and (b) draft of NDE Rule for operation of special education programs for handicapped children below age five. Meetings held in Norfolk (26 attended), Lincoln (37 attended), Hastings (29 attended), Cozad (31 attended), Scottsbluff (50 attended).

2. Provided planning and implementation assistance to LEA's through dissemination of regional packets of information containing demographic data, existing programmatic and diagnostic services within the region, preservice training programs and other related support services. (October - November, 1978) See Appendix D.

Slippages:

1. Mandated state level reductions in travel and gasoline forced reassessment of regional meetings. As a result, regional meetings were reduced in number from six to five.

Objective 4: To assist the NDE Special Education Branch in state level planning, supervision and monitoring as it relates to early childhood programs.

1. Coordinated and assisted with the monitoring of Title VI-B, EHA preschool handicapped programs in operation. (April - May, 1979)

2. Coordinated and wrote the early childhood state implementation FY 79-80 grant application. (February - March, 19790

3. Assisted in the development of the early childhood education portion of the EHA Annual State Plan. (September, 1978 - May, 1979)

4. Provided assistance, as requested, to various sections of the Nebraska Department of Education in planning and developing early childhood efforts. (September, 1978 - December, 1979)

5. Provided assistance and facilitated cooperative efforts between the Special Education Branch and agencies outside the Nebraska Department of Education in planning, developing, and coordinating early childhood efforts. (September, 1978 - December, 1979) See Appendices E, F.

6. Assisted with the coordination of grant activities at the Nebraska Diagnostic Resource Center in Cozad. (Summer - Fall, 1979) See Appendix F.

Slippages:

1. Planned on-site monitoring of each of the Title VI-B, EHA preschool programs was reduced to a randomly-selected number of sites, due to the birth of a child and subsequent termination of employment of Gwen Neitzel, Lincoln Regional Coordinator, in June, 1979. Because this activity was one of her major assignments, no other staff time had been allocated to on-site monitoring. Thus, the monitoring method was revised/reduced to include only randomly-

selected on-site visitations, in addition to the submission of appropriate reports, as required, from each of the programs.

Objective 5: To establish a specialized working relationship with Nebraska ChildFind, Meyer Children's Rehabilitation Institute's Preschool Diagnostic Project, Nebraska Resource Center in Cozad, and UNIPROACH to provide referral assistance, information exchange and staff development.

Accomplishments:

1. Developed formal description of working relationship. (Spring, 1979)
2. Established regularly-scheduled meetings and met with staff from all agencies. (Bimonthly meetings initiated Summer, 1979)

Slippages:

1. UNIPROACH and the Nebraska Resource Center have not been represented at these meetings to date. There is a need for additional face-to-face contact with these two entities, and continued efforts will need to be made.

Objective 6: To continue to provide direct and indirect service assistance to institutions of higher education as training programs for early childhood professionals develop.

Accomplishments:

1. Continued informal liason with college/university training programs. (September, 1978 - December, 1979)
2. Coordinated with the institutions of higher education in the preparation of an inventory of training program capacity, including the development of methods to be used to accommodate previous candidate experience and training, as follows:
    a. Revised and finalized competencies for the SETS* early childhood components. (Winter, 1978 - Spring, 1979)
    b. Gathered and/or developed materials necessary to implement the SETS components. (Summer, 1979)
    c. Cooperated with SETS staff to arrange utilization of the components on a statewide basis. (Spring - Summer, 1979)
    d. Taught and/or arranged for teachers to present the SETS components. (Summer - Fall, 1979) See Appendix G, pgs. 13-14

* State Education Training Series

All of the SETS activities were coordinated and conducted by the Regional Coordinators. Activities in this area are planned to continue through the 1980-81 SIG proposal.

GOAL II

ASSIST PARENTS, THROUGH APPROPRIATE CHANNELS, IN ASSUMING A MORE ACTIVE ROLE AS THE PRIMARY EDUCATORS OF AND ADVOCATES FOR THEIR YOUNG HANDICAPPED CHILDREN

Objective 1: To provide resource materials, service information and child development equipment to parents of young handicapped children.

Dual responsibility for carrying out the activities (Parent Resource Library and ToyBrary) related to this objective has been with Linda Esterling and Rose Machacek since August, 1979. The report and materials in Appendices B and H were contributed by them and reflect accomplishments related to this objective.

Slippages: None

Objective 2: To develop at least two regional conferences for parents and a statewide parent-presented conference for professionals.

Accomplishments:

The primary responsibility for carrying out the activities related to this objective has been with the Eastern Regional Coordinator, Linda Esterling. The report and materials in Appendix B were contributed by her and reflects accomplishments related to this objective.

Slippages: None

GOAL III

DEVELOP A SYSTEM TO GATHER, MAINTAIN AND DISSEMINATE INFORMATION RELATING TO SERVICES PROVIDED TO AND NEEDED BY PRESCHOOL CHILDREN IN NEBRASKA FOR THIS PURPOSE OF MEETING PRESENT NEEDS AND ASSISTING IN FUTURES PLANNING

Objective 1: To collect data regarding early childhood programs, service availability to handicapped children, and program materials for the young handicapped child for use in information sharing efforts and reporting requirements.

Accomplishments:

1. Developed regional listing of services.**
2. Assisted in the preparation of required reports.**
3. Developed a listing of institutions of higher education providing early childhood and/or special education training personnel.**
4. Developed a bibliography of materials available from the Parent Resource Library. (See Appendix J: Report of Panhandle Regional Coordinator)
5. Collected data from the statewide ToyBrary project regarding area usage, materials usage, parent evaluations. See Appendix H.
6. Collected and maintained data for Roundhouse publication.

** See Appendix I: Putting the Puzzle Together publication.

Slippages: None

Objective 2: To disseminate current information and materials to early childhood program providers, LEA's, agencies serving the handicapped, and institutions of higher education.

Accomplishments:

1. Participated in planning, self-evaluation and curriculum committees in institutions of higher education by providing current information on preschool staff needs and services to young handicapped children.
2. Coordinated with the LB889 Personnel Standards Subcommittee and provided the following information: (See Appendix K: Report of Kearney Early Childhood Study Team)

(i) Background information on appropriate competencies for personnel working with young handicapped children. (Fall-Winter, 1978)

(ii) A field survey to determine needed competencies. (Winter, 1978 - Spring, 1979)

(iii) Developed competency lists appropriate to Nebraska's needs. (Spring, 1979)

3. Established liaison with the Consortium of Teacher Trainers in Special Education in order to provide information related to early childhood training program development. (Spring, 1979)

4. Established liaison with the Nebraska Council on Teacher Education in order to facilitate the adoption of training program criteria in early childhood education. (September - October, 1979) See Appendix L.

    (i) Planned for and organized Higher Education Task Force, to act as vehicle for input to NCTE, as well as to solicit NCTE feedback and participation. (October - November, 1979)

    (ii) Identified potential candidates to serve as third party evaluator to assist project staff in planning, organizing activities (above). (August, 1979)

    (iii) Coordinated activities of third party evaluator, project staff, and Higher Education Task Force. (September - December, 1979)

Slippages: None, thanks to the approval of the no-cost time extension!

UNANTICIPATED SPIN - OFFS

GOAL I, Objective 6

As a result of the success of the Fall, 1979 preschool handicapped training module (consisting of five component workshops) in the SETS program, the module was revised and expanded into two separate training modules, each with five component workshops. The development and delivery of these new and expanded training modules is scheduled for Spring - Fall, 1980.

GOAL II, Objective 1

In July, 1979, Nebraska Services for Crippled Children (SCC) announced a total cutback in delivery of PT/OT services to preschool handicapped children, due to a shortage of funds. Increased pressure on local school districts to provide such services necessitated the development of a liaison between SCC and the NDE Special Education Branch. The liaison, Rose Machacek, because of her work as an SSI counselor with parents of preschool handicapped children, took on the additional role of directly providing each of the families she works with the informational materials for ToyBrary and Parent Resource Library. Rose has been an excellent contact for parents in her family caseload statewide for provision of ToyBrary and Parent Resource Library materials and service information on a personal, one-to-one basis.

GOAL III, Objective 2

As an outgrowth of the Early Childhood Special Education task force with higher education, the Nebraska Council on Teacher Education (NCTE) appointed the project director, Jan Thelen, to serve as chairperson of the NCTE Ad Hoc Committee for Early Childhood Special Education. Also, because much of its initial work overlapped and blended with the endorsement areas of early childhood, special education, and elementary education, a steering committee made up of the chairmen of each of the four related endorsement committees was formed to meet periodically throughout the development of the training criteria to provide direction and continuity among all. It is now planned that the four sets of related training criteria will be presented as a "package" to the NCTE in April, 1980.

APPENDIX A

REGIONAL MEETINGS

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

August 15, 1978

TO: Agencies Serving Preschool Handicapped Children
Parents Submitting Written Comment

FROM: Harriet A. Egertson, Supervisor
Early Childhood, Title VI-B and C, EHA

SUBJECT: Initial LB 889 Regional Planning Meetings

In September a series of meetings will be held to initiate the planning process for LB 889. Broad participation by all concerned parties is a goal of these meetings. All school districts, County Superintendents and ESU's have received notification of the meetings.

The state has been divided into twenty-nine planning regions (see enclosed map). We have included the entire list of meetings because many agencies offer services which cross regional boundaries. You may, therefore, find it necessary to attend more than one meeting. The participation of parents is also encouraged. Agencies may wish to notify parents of children they serve.

These initial meetings will be chaired by Department of Education staff. The goals of the meetings are:

1) To present an overview of the content of the law

2) To discuss current service options within the region

3) To form committees to begin to work on various sections of the regional plan

4) To submit comments regarding the content of proposed rules.

Please refer to the enclosures to determine which meeting(s) would be appropriate. Your input is important and we hope that you will be able to attend the meeting in your area. If you are unable to attend, please make contact with the school district(s) and arrange to work cooperatively with them.

cc: LB 889 Task Force Members
Personnel Standards Committee
College and University Personnel

cj

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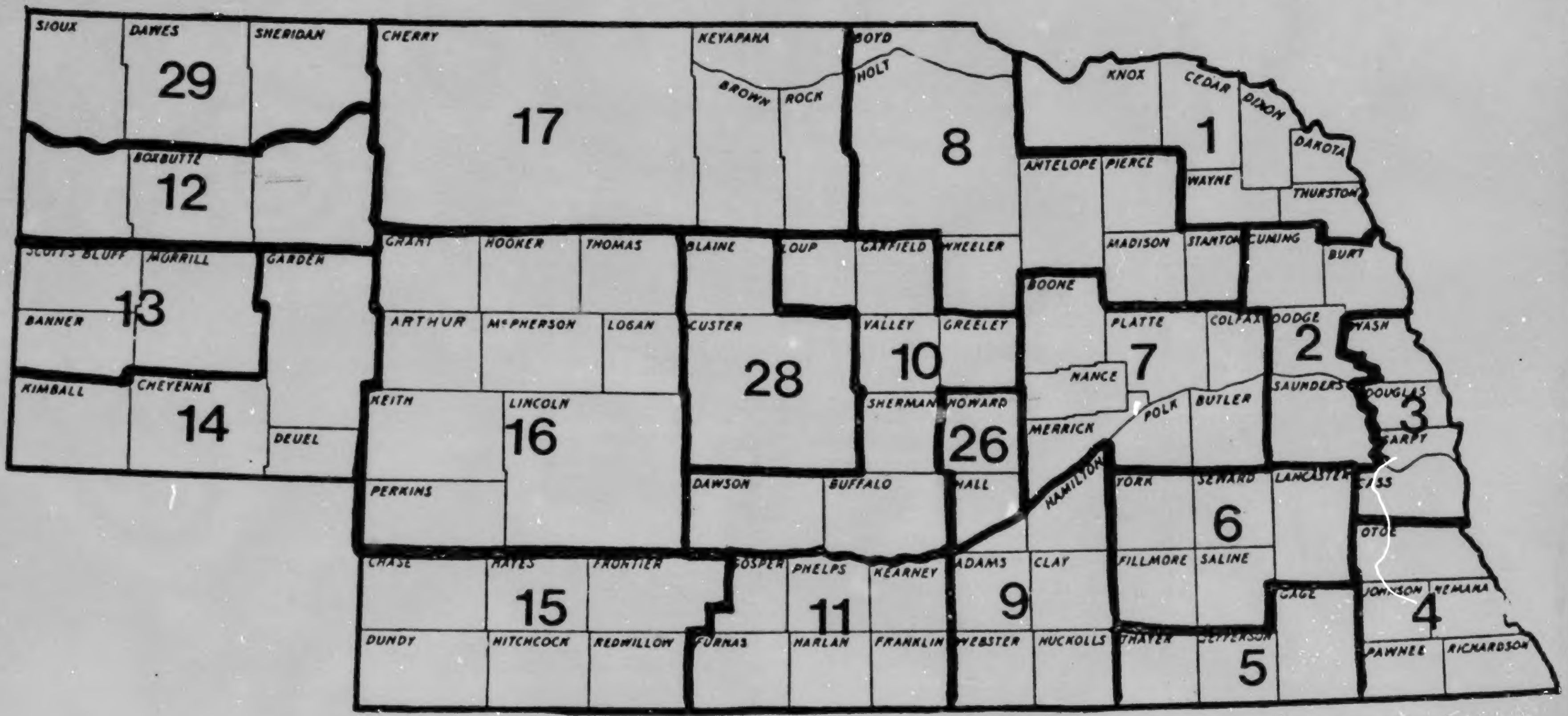
Omaha, Nebraska 68106

LB 889 PLANNING REGIONS


SIOUX
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DOUGLAS
3
SARPY
PERKINS
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
6
LANCASTER
CASS
OTOE
CHASE
HAYES
15
FRONTIER
GOSPER
PHELPS
11
KEARNEY
ADAMS
9
CLAY
FILLMORE
SALINE
GAGE
JOHNSON
NEMAHA
4
DUNDY
HITCHCOCK
REDWILLOW
FURNAS
HARLAN
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
JEFFERSON
5
PAWNEE
RICHARDSON

18	Lincoln
19	Omaha
20	Bellevue
21	Millard
22	Westside
23	Papillion
24	Ralston
25	Fremont
26	Grand Island (Includes Howard, Northern Hall, and certain districts in Merrick)
27	North Platte

LB889 Planning Meeting Schedule

Region	Date	Time	Site
1	Sept. 12	All meetings from 10:00 a.m. to 3:00 p.m.	Black Knight Restaurant, 304 Main, Wayne, NE
2 & 25	Sept. 21		Keene Mem. Library, 1030 N. Broad, Fremont, NE
3 & 23	Sept. 8		BoysTown Center, 132nd & Pacific, Omaha, NE
4	Sept. 12		Wheller Inn. 1905 "G" ST., Auburn, NE
5	Sept. 13		First Ntl. Bank, 120 N. 6th St., Beatrice, NE
6	Sept. 14		Civic Center, 616 Bradford, Seward, NE
7	Sept. 14		Platte Tech. Comm. Coll. 3 Mason Rd., Columbus, NE
8	Sept. 13		Senior Citizen's Center, 204 Main St., Neligh, NE
9	Sept. 15		Cornhusker Food Lab,Platte Bldg. CTCC, Hastings, NE
10	Sept. 12		Youth Center, Harmon Pk., 3020 5th Ave. Kearney, NE
11	Sept. 14		Phelps Co. Library,604 E. Ave., Holdrege, NE
12	Sept. 6		Municipal Bldg. Laramie & 4th, Rm. A, Alliance, NE
13	Sept. 12		Rm. 106 UN, Panhandle Station, Scottsbluff, NE
14	Sept. 13		North Side Basement, Cheyenne Co. Ct.House, Sidney,NE
15	Sept. 21 *		McCook Comm. Coll. 1205 E. 3rd, Barnett Hall RM.23 McCook, NE
16	Sept. 7		Comm. Rm.,NE St. Savings & Loan,202 E. 3rd, Ogallala, N
17	Sept. 14		Brown Co. Ct.House, Basement, Ainsworth, NE
18 Lincoln	Sept. 15		1600 N. 33rd.,Center for Cont. Ed. Lincoln, NE
19	Sept. 7		132nd & Pacific Boystown Center, Omaha, NE
20	Sept. 20		505 Galvin Rd. N. Comm. Fed. of Bellevue, Bellevue, NE
21,22,24	Sept. 5		132nd & Pacific Boystown Center, Omaha, NE
26	Sept. 13		First Federal, 1811 W. 2nd. Comm. Rm. Basement, G.I.,NE
27	Sept. 8		Mid Plains Voc. Tech,E. Conf. Rm., North Platte, NE
28	Sept. 11		Mun. Bldg., 314 S. 10th, Rm. 205, Broken Bow, NE
29	Sept. 11		Ind. Arts. & Hom Ec. Bldg, Room 103, Chadron State College, Chadron, NE

* Changed from Sept. 15

APPENDIX B

REPORT OF EASTERN REGIONAL COORDINATOR

ACTIVITIES OF EASTERN NEBRASKA REGIONAL COORDINATOR

This year's grant began with and continues to include much work revolving around the new Nebraska legislative bill LB 889. This bill mandates educational services for children who have handicaps from age of diagnosis and puts the responsibility for service with the public schools. In response to requests from current providers of services to young handicapped children as well as public school personnel, a conference was held September, 1978 entitled "An Integrated Approach to Early Childhood Special Education. The conference was held in Kearney, Nebraska as this is a central location and the major work for organizing the conference and securing presentors was handled by the Eastern Regional Coordinator. 115 persons registered for the conference and evaluations which are included in the report revealed that conference participants found the information most helpful. In preparing for the conference a working relationship was established with the Region VII RAP Program-Resource Access Project, which assists Head Start Programs in serving their handicapped children. Linda Esterling, the Eastern Regional Coordinator, worked with Kathy Sullivan in Kansas City to jointly put on theconference in Kearney and to further share information throughout the coming months on services for young handicapped children.

The Eastern Nebraska Coordinator worked on numerous committees relating to the new preschool legislation. She served as a committee member of the General 889 Task Force who worked on developing the rules and regulations for service as well as the personnel committee whose job it was to look at needed skills and competencies for staff who will be working with young handicapped children. As part of the work on the personnel committee Linda Esterling also visited numerous small colleges within the state of Nebraska to determine their willingness and ability to expand their current programs that were offered, i.e, combining components of early childhood with special education. Linda Esterling also served on a committee who worked on developing preschool standards for private preschools within the state who would like to in the future contract with public schools for serving young handicapped children. The result of this committee is a guideline with a checklist for evaluating a preschool.

Numerous presentations on the implications of this new legislation were provided by this regional coordinator. Presentations were done for numerous parent groups, the Eastern Nebraska Community Office of Retardation parent group received a presentation on the rules and regulations for this new legislation. Copies were provided through the Early Childhood Grant to these parents as well as discussion and information on how they oculd get their input into the revision of the rules and regulations. A presentation was also done for the parents of the nursery school program through the Omaha Public Schools and the Meyer Children's Rehabilitation Institute. Again, copies of the rules and regulations were provided to parents as well as information and interpretation of the new legislation was also provided to numerous groups of staff on a small group meetings by the Eastern Nebraska Regional Coordinator. She met with various disciplines within Meyer Children's Rehabilitation Institute. A great deal of written information was disseminated upon request through this office to such programs as the local Association for Retarded Citizens, the Omaha Hearing School, Pilot Parents program in the Omaha area, and the Day Care Training Program which is operated through the University of Nebraska-Omaha.

Another area of work carried on through this office of the Early Childhood Program has been continued work on the ToyBrary program. Toys were disseminated to six remaining libraries through this office and presentations on the ToyBrary were done for several parent groups to inform them of this new program. Other areas of training that were carried on included work with the University of Nebraska-Lincoln in their Department of Education in a series called SETS which stands for STATE Education Training Series. The Eastern Nebraska Regional Coordinator did a one day presentation to providers in the area of early childhood programs in Loup City, Nebraska on language development and the development of language intervention programs. Another area of assistance has been work with the Meyer Children's Rehabilitation Institute Deaf Blind Program and they are preparing for a series of inservice programs across the state. A presentation was done by the Eastern Coordinator at their March 31, 1979 inservice to parents informing them of the new legislation, the ToyBrary and also the Parent Resource Library. Numerous meetings were held with planning groups across the state as they prepared to identify children who will be needing to be assessed for services for this fall. This coordinator assisted the ChildFind Program out of MCRI in developing materials for workshops and also assisting in putting them on as they met with public school personnel and assisted them in developing their own ChildFind Program.

The Eastern Nebraska Regional Coordinator has also assisted the Center for the Development of Community Alternative Service System (CASS) in their development of respite service manual. This coordinator is assisting in the writing of two chapters for this development disabilities manual. One is the role of the consumer in the development of community based respite services, the other the community mainstream and generic agency development, and another one is temporary day care program.

Two workshops dealing with assessment of the prekindergarten, handicapped child, co-sponsored by the Early Childhood Grant and M.C.R.I. were held in March, 1979. The conference was entitled "Get Ready for Me: A Conference on Assessment and Practical Programming for Infants and Preschool Children" and was held in Omaha and Cozad. In May, 1979, the Early Childhood Grant sponsored a symposium in Kearney for higher education personnel. The purpose of this conference was to gear up for training needs for personnel to work with prekindergarten handicapped children. Strategies for a training continuum were developed and will be coordinated by the Grant through the coming year.

Assistance to parents was offered through a statewide conference entitled, "Parents. . . Getting Involved in Your Child's Educational Future". Models of service were presented as well as information regarding parents' rights and team member responsibilities. Eighty persons, most of whom were parents, attended this conference held in Omaha on June 15-16, 1979.

As schools began to provide services to prekindergarten children in September, 1979 the Early Childhood Coordinator at M.C.R.I. increased work with the Preschool Diagnostic Program (P.D.P.) in particular, and the other Full Service Unit components, to develop and schedule in-service programs. Presentations were coordinated for the State Psychologists Conference and the State CEC Conference.

In response to staff training needs by the public school early childhood handicapped personnel, P.D.P., and the SIG Coordinator have worked and will work to set up on-site training with follow-up evaluations.

State Implementation Grant: Activities listing for Early Childhood Coordinator, Linda Esterling for Sept. 1978 - Dec. 1979

Sept. '78

- Participated in six regional planning meetings in regard to 889.
- Presented 889 and materials developed through the SIG grant to the Lincoln Association for the Education of Young Children.
- Organized conference, "An Integrated Approach to Early Childhood Special Education" held in Kearney, Ne. 155 persons registered for the conference. The RAP Program out of Kansas City met at the same conference and covered the printing costs of hand-out materials.

Oct. '78

- Began teaching quarter time for the Human Service Technician Program for Metro Technical Community College.
- Presented SETS Workshop in Loop City, Ne. in the area of Language Stimulation and the Young Handicapped Child.
- Participated in the Personnel Task Force Committee for 889 to develop standards for teaching staff who would service young handicapped children.
- Provided legislative packets concerning 889 to the Omaha Hearing School.
- Presented 889 to the Parent Group from the MCRI Nursery School.

Nov. '78

- Participated in an inservice in Norfolk, Ne. to provide the region assistance in Child Find activities.
- Presented 889 Rules and Regs. to the staff at MCRI.
- Presented the ToyBrary to MCRI staff.
- Presented the 889 Rules and Regs to meeting of ENCOR parents whose children would be transferring to the public school system.
- Visited with Doane College and Dana College to discuss the development of curriculum to prepare teaching staff to serve 889 children.

Jan. '79

- Assisted in planning a Deaf/Blind Conference for parents, with Deaf/Blind Social Worker from MCRI.
- Assisted in the writing of two chapters for a Respite Manual developed by CASS Institute on "Temporary Day Care" and "Legislation".

Feb. '79

- Attended 9th Annual Piaget Conference at University of Southern California.
- Worked with Nancy Blecha, Day Care Training Director from the UNO Home Economic Department to identify training needs for area preschool staff.

Mar. '79

- Assisted in writing the SIG grant for the '79 - '80 year.
- Organized "Get Ready for Me" Workshop held in Omaha for existing and future staff who will be assessing and providing educational services to preschool handicapped children.

- Developed a survey for identification of possible training for school psychologists in regard to assessment of 889 children.
- Assisted in "Get Ready for Me" Workshop in Cozad, Ne.

April '79

- Presented at Nebraska Psychiatric Institute at a Preschool/Day Care Conference on meeting the needs of handicapped children in preschool settings.
- Visited Metro students in practicum sites.

May '79

- Worked on the development of new SETS program - identification of teaching personnel and changes for fall offerings.
- Visted Omaha Public Library to review the ToyBrary Program with children's librarians.
- Met with Director of Special Services and various staff of Omaha Public Schools to review the systems proposed fall program for 889.
- Assisted in arranging for several students from the MCRI Nursery School program to be integrated into a private non-handicapped preschool,Center for Children, for the summer months.

June '79

- Arranged for reprint of ToyBrary catalogs.
- Presented the Individual Educational Program at a joint parent and Millard School administrators meeting.
- Organized and moderated Parent Conference on 889 with 67 parents in attendance.

July '79

- Development of SETS Program
- Submitted chapter for Respite Manual on "Temporary Child Care" and "Legislative Action".
- Plan IEP for Parents workshop in Kearney, Ne.
- Presented 889 to MCRI staff - all staff meeting.

Aug. '79

- Worked on planning Title XX to coordinate work to be done by SIG Grant.
- IEP Parent Conference - Kearney, Ne. - 30 attended.
- Met with MCRI PT/OT to go over 889, and Psychologists - Nursing students.
- Worked on Development of SETS with Deb from Doane.

PARENTS..., Getting Involved in Your Child's Educational Future
June 15-16, 1979

SCHEDULE

FRIDAY, June 15

7:00 Registration, Introduction to Conference - Auditorium
Films and Discussion Groups, Direction Services

9:00 Social Hour - Fire Place Commons, Good food and Casual Conversations

SATURDAY, June 16

8:30-8:45 Registration, Coffee and Rolls
8:45-9:00 Welcome - Introduction

9:00 - 10:00 Parents as Advocates for Their Children
Pilot Parents, Greater Omaha Association for Retarded Citizens

10:00-11:00 Spectrum of Services for Infants and Young Children Who Have Handicaps: What Types of Programs Exist?
What's Involved in a Quality Program?
Francie Steinzeig, University of Oregon

11:00-11:15 Coffee Break

11:15-12:15 The Right to Receive an Individualized Program
Dr. Wade Heitzing, CASS Institute

12:15-1:00 Luncheon Buffet in Center Cafeteria

1:00-1:45 Option I

1:45-2:30 Option II

2:30-2:45 Coffee Break

Options:

1) How to Evaluate A Preschool Setting,
Harriet Egertson, State Dept. of Ed.

2) Home Bound Services,
Jackie Sampers, Child Find
Cyndi Conard, Direction Services

3) Brothers and Sisters of Children with Handicaps Talk about Feelings, Greater Omaha Youth Association for Retarded Citizen

4) Behavior Problems, How can I Help?
Dr. Rick Brinker, M.C.R.I. Nursery School

2:45-3:45 Psychological Assessments: What Does It Mean?
Zola Anderson, School Psychologist, M.C.R.I.

3:45-4:15 Legislative Issues for Prekindergarden Children with Handicaps,
Linda Esterling, State Department of Ed.

SCHEDULE

Monday, September 18, 1978

8:00 - 8:30 a.m.
Registration – Coffee and rolls

8:30 - 9:45 a.m.
Presentation of LB 889 – Options for Provision of Service, Harriet Egertson, Early Childhood Specialist – Nebraska State Department of Education
Reactor Panel – Discussion and question period

10:00 - 11:15 a.m.
Public Schools and Generic Services: A Cooperative Effort, Don Herbel – Director of Special Education, Lawrence, Kansas

11:15 - 12:30 p.m.
Young Exceptional Children in a Heterogeneous Classroom: Curriculum, Staffing, and Administrative Issues,
Jack Hailey, Circle Preschool, Oakland, California

12:30 - 1:30 p.m.
Luncheon Buffet

1:30 - 2:30 p.m. Rotating Small Group Sessions
2:30 - 3:30 p.m. with the Morning Presentors
3:45 - 5:00 p.m.

Tuesday, September 19, 1978

8:30 - 9:30 a.m.
Integrating the Handicapped and Nonhandicapped Child: A Developmental Approach
High/Scope Educational Research Founcation, Ypsilanti, Michigan

9:30 - 10:45 a.m.
The Multiple-Handicapped Child within the Private Preschool: Meething the Needs of the Child, the Parent and the Staff,
Stephen Pew, ENCOR, Omaha, Nebraska
Reactor Panel – Discussion and question period

11:00 - 12:00 Noon
Developing an Integrated Preschool within the Public Schools:
Friend/Westside Public School Programs
Vera Losh, Friend, Nebraska and Bill Pfeiffer, Omaha, Nebraska

12:00 - 1:00 p.m.
Luncheon Buffet

1:00 - 2:00 p.m.
2:15 - 3:15 p.m. Rotating Small Group Sessions
3:15 - 4:15 p.m. with the Morning Presentors
4:15 - 4:30 p.m. Closing Comments – Conference Evaluations

PROGRAM NOTE:
Special afternoon, both Monday and Tuesday, for Head Start handicap coordinators

REGISTRATION FORM

EARLY CHILDHOOD SPECIAL EDUCATION, SEPTEMBER 18-19, 1978

Name ______________________________

Title/Position/Agency ______________________________

Address ( ) Business ( ) Home ( ) ______________________________

Registration Fee: $10.00 – Includes luncheons for 2 days. Check enclosed in the amount of $ __________.

Please return completed form if you have not already registered through the introductory conference flyer. Registrations must be mailed no later than September 11, 1978.

Make check payable to:

Early Childhood Grant – Linda Esterling
444 South 44th Street
Omaha, Nebraska 68131

GENERAL INFORMATION

The conference will be held at the Holiday Inn in Kearney, Nebraska. The address is P. O. Box H, Kearney, Nebraska 68847, phone (308) 237-3141. A block of rooms are reserved for the conference. Room reservations are the responsibility of conference participants. Please indicate that you are attending the conference at the time you make your reservation. Single rooms are $20.00 and doubles $25.00.

The Early Childhood Special Education Conference is jointly sponsored by the State Department of Education and the RAP, Resource Access Project, – Head Start out of Kansas City. It is the goal of this conference to increase understanding of early childhood special education and provide assistance in the development of services.

There is no limitation on number of participants.

For further information, please contact:

Linda Esterling, Regional Coordinator
444 South 44th Street
Omaha, Nebraska 68131
(402) 541-4999

or

Harlan Stientjes, Regional Coordinator
Kearney State College
Kearney, Nebraska 68847
(308) 236-4085

AN INTEGRATED APPROACH TO EARLY CHILDHOOD SPECIAL EDUCATION

TOPICS:

- Information on LB 889
- Funding Alternatives – Interagency Cooperatives
- Model Programs – National and Nebraska
- Homebased Service Models

September 18-19, 1978

Kearney, Nebraska

Sponsored by: *Early Childhood Implementation Grant*
Resource Access Project – Head Start

Early Childhood State Implementation Grant
Linda Esterling
M.C.R.I. University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131

GENERAL INFORMATION

This will be an initial conference addressing issues and needs for meeting requirements of preschool legislation.

Conference Objectives:

- Identification of issues in diagnosis and assessment.
- Consideration of assessment tools.
- Application of assessment findings.
- Identification of future training needs.

Designed for:

Diagnosticians, teachers, principals, superintendents, special education directors/coordinators, early childhood program directors, counselors, social workers and all others interested in providing quality services to infants and preschool children.

All others interested in providing quality services to infants and preschool children.

March 15-16, 1979
Center for Continuing Education
University of Nebraska Medical Center
42nd and Dewey Avenue
Omaha, NE 68105

March 29-30, 1979
Nebraska Diagnostic Resource Center
1910 Meridan
Cozad, NE 69130

Get Ready for Me:

A Conference on Assessment and Practical Programming for Infants and Preschool Children

34

Meeting Places:

March 15-16, 1979
Center for Continuing Education
University of Nebraska Medical Center
42nd and Dewey Avenue
Omaha, NE 68105

March 29-30, 1979
Nebraska Diagnostic Resource Center
1910 Meridan
Cozad, NE 69130

Sponsored by:

Early Childhood Implementation Grant
Meyer Children's Rehabilitation Institute – Omaha
Nebraska Diagnostic Resource Center – Cozad

SCHEDULE

This conference is being offered in two locations on different dates for your convenience. The same material indicated below will be covered at each conference. The following schedule applies to both locations.

THURSDAY	Morning
8:00- 8:30	Registration - Coffee and rolls
8:30- 8:40	Welcome and Introductory Announcements
8:40- 9:50	Keynote Speech: Assessment & Practical Programming
9:50-10:30	Psychological Assessment of the Infant
10:30-10:45	Coffee Break
10:45-11:30	Psychological Assessment of the Preschooler
11:30-12:15	Assessment of Motor Development
12:15- 1:30	Lunch
	Afternoon
1:30- 1:40	Opening Announcements
1:40- 2:30	Medical Concerns in Planning for Infants and Preschoolers
2:30- 3:10	Social-Emotional Development
3:10- 3:30	Coffee Break
3:30- 4:45	Speech and Language Assessment

FRIDAY	Morning
8:00- 8:30	Coffee and Rolls
8:30- 8:40	Announcements — Team Introduction
8:40-10:30	Staffing
10:30-10:45	Coffee Break
10:45-11:15	Parents' Point of View
11:15-12:15	Legal Panel
12:15- 1:30	Lunch
	Afternoon
1:30- 1:45	Introductions
1:45- 2:30	Option I
2:30- 2:45	Coffee Break
2:45- 3:30	Option II

CONFERENCE LEADERS

OMAHA

Rebecca DuBois, Ph.D., Associate Professor, Chairperson, Faculty of Special Education, George Peabody College, Nashville, Tennessee

Cordelia Robinson, Ph.D., Associate Professor, Director of Infant Development Program, M.C.R.I., Omaha, Nebraska

Zola Anderson, M.A., School Psychologist, Preschool Diagnostic Program, M.C.R.I.

Dave Rohe, R.P.T., M.P.H., Assistant Professor, Director of Physical Therapy, M.C.R.I.

Donald F. Wuori, M.D., Assistant Professor, Coordinator for Pediatric Education, M.C.R.I.

Paul Fine, M.D., Associate Professor, Director of Child and Family Psychiatric Services, Creighton University, Omaha, Nebraska

Ed Leach, Ph.D., Associate Professor, Director of Speech Pathology, M.C.R.I.

Harriet Egertson, Early Childhood Specialist, State Department of Education, Lincoln, Nebraska

Dr. H. Vaughn Phelps, Superintendent of Westside Community Schools, Omaha, Nebraska

Dr. Dale Samuelson, Assistant Superintendent, Special Education, Omaha Public Schools

Carol Sheldon, R.P.T., ESU #1, Wayne, Nebraska

Kathy Brandt, Teacher, Plattsmouth Public Schools

Rhonda Anderson, Speech Pathologist, ESU #3, Omaha, Nebraska

Mike and Sharon Jackson, Parents, Omaha

Nancy Fieber, M.A., Training Coordinator — Infant Development, M.C.R.I.

COZAD

Polly Feis, Director of Special Education, ESU #9, Hastings, Nebraska

Mary A. Overgaard, Residential Care — Due Process Consultant, Department of Education, Special Education Branch, Lincoln, Nebraska

Esther Seanor, Early Childhood Specialist, Nebraska Diagnostic Resource Center, Cozad

William G. Kelley, Administrator, ESU #14, Sidney, Nebraska

Gary Anders, Physical Therapist, ESU #9, Beatrice, Nebraska

Betty Kempf, Educational Psychologist, Kearney, Nebraska

Holly Curtis, Speech Pathologist, ESU #11, Holdrege, Nebraska

Wanda Enns, School Psychologist, Nebraska Diagnostic Resource Center, Cozad

Averil Cochron, Speech Pathologist, Nebraska Diagnostic Resource Center, Cozad

Chris Urbom, Physical Therapist, Nebraska Diagnostic Resource Center, Cozad

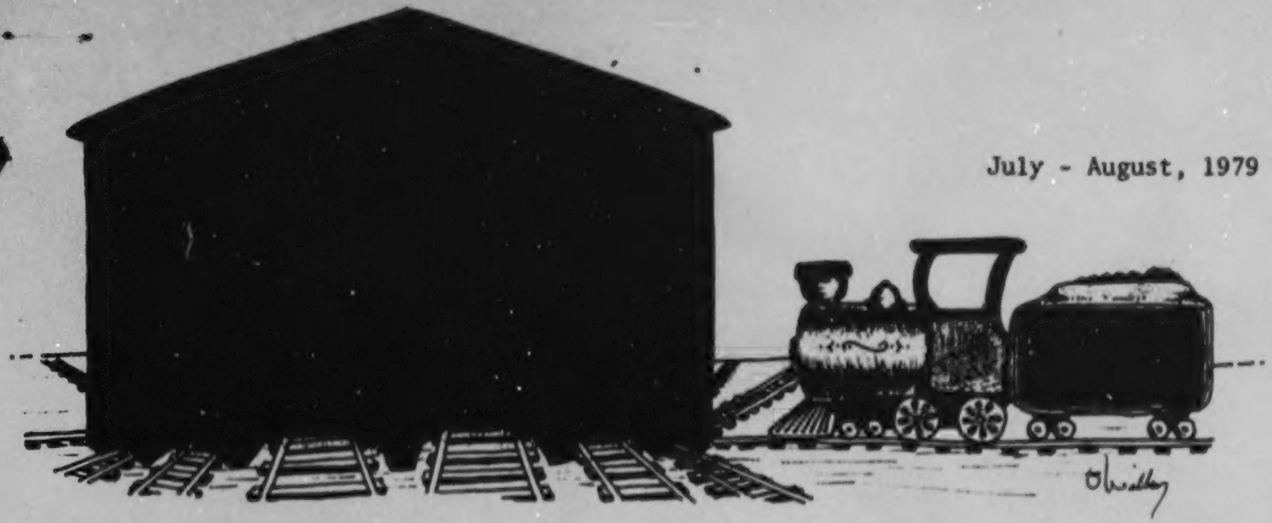
Kenton Shaffer, M.D., Fellow in American Academy of Pediatrics, Kearney Clinic, Kearney, Nebraska

Ray and Beverly Cox, Parents, North Platte.

APPENDIX C

The ROUNDHOUSE

SAMPLE COPY



July - August, 1979

Network of Early Childhood Inservice Information for Nebraska

IN-STATE

CONFERENCE

PROGRAM TITLE: International Year of the Child Conference

DATES & LOCATIONS: July 14 (Sat.) - Kearney: Rhyme & Reason Day Care
July 21 (Sat.) - Ogallala: Buttons & Bows Day Care

SPONSOR: Day Care In-Service Training Program

SUMMARY OF PROGRAM CONTENT:

Morning Sectionals:
Section A...Janet Ehlers: "Inexpensive Home Made Toys"
Section B...Sherylan Sanders: "Accepting Individual Differences"
Section C...Sue Sorensen: "Improving A Child's Self Concept"
Section D...Wilma Stutheit: "The Art of Puppetry for Communicating With Children"

Luncheon Presentation:
"Puppetry Potpourri", presented by The Magic Penny Puppeteers

Afternoon Sectionals: Above sectionals repeated.

TARGET AUDIENCE: Day Care Center Directors and Staff, Day Care Home Operators, Approved Family Care Providers, Foster Parents, Child Care Professionals, Social Service Personnel.

REGISTRATION DEADLINE: Registration will be held during each conference

FOR DETAILS CONTACT: Jean Foth Mellor & Marcia Nance
Day Care In-Service Training Program
AOT Room 205-A
Kearney State College
Kearney, NE. 68847
(308) 236-4187

COLLEGE CLASS

PROGRAM TITLE: El./E.C. 463/563 Program & Services for Young Children: Administration of Programs for Young Children

DATES: July 2-6 (1:00 pm - 4:00 pm - daily)

LOCATION: Founders Hall 2124, Kearney State College

SPONSOR: Dept. of Elementary/Early Childhood Ed., Kearney State College

SUMMARY OF PROGRAM CONTENT:

To acquaint the student with all administrative and supervisory skills needed to implement and direct an Early Childhood Education program.

TARGET AUDIENCE: Early Childhood Educators, all primary, preschool, Day Care personnel

COLLEGE CREDIT: 1 hr.

COST: $17.50 total

REGISTRATION DEADLINE: First day of class

FOR DETAILS CONTACT:
Wilma Stutheit
Dept. of Elementary/Early Childhood Ed.
Kearney State College
Kearney, NE 68847 Ph: (308) 236-4085

COLLEGE CLASS

PROGRAM TITLE: El./E.C. 464/564 Program & Services for Young Children: Individual Programming for Young Children

DATES: July 9-13 (1:00 pm - 4:00 pm - daily)

LOCATION: Founders Hall 2124, Kearney State College

SPONSOR: Dept. of Elementary/Early Childhood Ed., Kearney State College

SUMMARY OF PROGRAM CONTENT:

Study and practice in the techniques of writing and utilizing an individual educational program for a young child.

TARGET AUDIENCE: Early Childhood Educators, all primary, preschool, Day Care Personnel

COLLEGE CREDIT: 1 hr.

COST: $17.50

REGISTRATION DEADLINE: First day of class

FOR DETAILS CONTACT:
Wilma Stutheit
Dept. of Elementary/Early Childhood Ed.
Kearney State College
Kearney, NE 68847
(308) 236-4085

COLLEGE CLASS

PROGRAM TITLE: El.E.C. 491.17/591/17 Creative Arts: Classroom Puppetry

DATES: July 9-20 (1:00 pm - 5:00 pm - daily)

LOCATION: Kearney Jr. High, 915 W. 35th, Kearney, NE.

SPONSOR: Dept. of Elementary/Early Childhood Ed., Kearney State College

SUMMARY OF PROGRAM CONTENT:

Techniques for construction and utilization of puppets in the classroom will be stressed. Using puppetry for the teaching of Language Arts, Social Studies, Music, Therapy, Mathematics, Special Education will be demonstrated. A $2.00 supplies fee will be assessed each participant.

TARGET AUDIENCE: Early Childhood Educators, all primary, preschool, Day Care personnel

PARTICIPATION RESTRICTIONS: Restricted Enrollment: Contact Wilma Stutheit

COLLEGE CREDIT: 3 hrs.

COST: $17.50 per hour = $51.50

REGISTRATION DEADLINE: First day of class

FOR DETAILS CONTACT: Wilma Stutheit
Dept. of Elementary/Early Childhood Ed.
Kearney State College
Kearney, NE. 68847 Ph. (308) 236-4085

COLLEGE CLASS

PROGRAM TITLE: El./E.C. 361 Early Childhood Education

DATES: July 23 - Aug. 3 (1:00 pm - 5:00 pm - daily)

LOCATION: Bruner Hall of Science Lecture Hall A, Kearney State College

SPONSOR: Dept. of Elementary/Early Childhood Ed., Kearney State College

SUMMARY OF PROGRAM CONTENT:

The course is to develop an understanding of the theories for growth and development of young children; to learn the content of a curriculum for Early Childhood Education programs including the preschool and primary age child and to know how to implement all phases of a preschool program and day care center for ages 0 through ten.

TARGET AUDIENCE: Early Childhood Educators, all primary, preschool, Day Care personnel

COLLEGE CREDIT: 3 hrs.

COST: $17.50 per hour = $51.50

REGISTRATION DEADLINE: First day of class

FOR DETAILS CONTACT: Wilma Stutheit
Dept. of Elementary/Early Childhood Ed.
Kearney State College
Kearney, NE 68847 Ph. (308) 236-4085

REGIONAL-NATIONAL

INSTITUTE

PROGRAM TITLE: The 2nd Annual Early Childhood Institute

DATES: July 23-27, 1979

LOCATION: Black Hills State College: Spearfish, South Dakota

SPONSORS: Section for Special Education, Division of Elementary and Secondary Education with the cooperation of South Dakota Association for Retarded Citizens and the Office of Early Childhood Education, Division of Elementary and Secondary Education

SUMMARY OF PROGRAM CONTENT: Content areas offered --

- Child Identification
- Student Evaluation
- Program Evaluation
- Instructional Programming

COLLEGE CREDIT: Offered through South Dakota Colleges & Universities @ $31.00 per graduate credit/$23.00 per undergraduate credit

COST: $25.00 (including coffee breaks and all materials)

FOR DETAILS CONTACT:
Sharly Wieseler
Early Childhood Coordinator
Programs for the Handicapped
Section for Special Education
Kniep Bldg.
Pierre, South Dakota 57501
(605) 773-3678

CONFERENCE

PROGRAM TITLE: "Educating the Infant and Toddler"

DATES: July 23-28, 1979

LOCATION: Redlands, California

SPONSORS: Center for Parent Education and the University of Redlands

FOR DETAILS CONTACT:
Nancy Hensel
University of Redlands
Redlands, CA 92373

CONFERENCE

PROGRAM TITLE: "Tomorrow's Child - Today's Concern"

DATES: August 16-18, 1979

LOCATION: Dearborn, Michigan

SPONSOR: International Childbirth Education Association

FOR DETAILS CONTACT: Dawn Carver-Saverion
15318 Mack Avenue
Grosse Pointe Park, Mich. 48224

SPECIALIZED TRAINING

PROGRAM TITLE: Teacher Institute For Early Childhood Educators (Specialized training for teachers and teacher trainers who are interested in implementing The Cognitively Oriented Preschool Curriculum)

DATES: August 20-24, 1979

LOCATION: High/Scope Foundation Preschool Demonstration Center
Ypsilanti, Michigan

SPONSORS: High/Scope Educational Research Foundation, Preschool Education Department

SUMMARY OF PROGRAM CONTENT:

The TEACHER INSTITUTES are designed for Early Childhood Educators and will include:

* an emphasis on practical strategies to address participants' issues;
* observation and actual teaching experience in the High/Scope Foundation Preschool Demonstration Center classroom;
* workshops on the basic principles and strategies of the curriculum model; and
* open access to High/Scope's audio-visual training materials.

TARGET AUDIENCE: Early Childhood Educators

PARTICPATION RESTRICTIONS: Limited to 10 participants

COST: $250.00 per person plus travel and lodging expenses

FOR DEATILS CONTACT: Bill Fabricius OR Sally Adler
Preschool Education Department
High/Scope Educational Research Foundation
600 N. River Street
Ypsilanti, Michigan 48197
(313) 485-2000

CONFERENCE

PROGRAM TITLE:	"The Developing Decade - A Legacy to Our Children"
DATES:	August 27-31, 1979
LOCATION:	Colorado Springs, Colorado
SPONSOR:	International Childbirth Education Association
FOR DETAILS CONTACT:	Cheryl Massaro OR Carol Southard P.O. Box 7996 Colorado Springs, Colo. 80933

INTERNATIONAL

SEMINAR

PROGRAM TITLE: Children and Education in Scandinavia

DATES: August 8-24, 1979

LOCATIONS: Cities of Helsinki, Stockholm, Oslo, and Copenhagen

SPONSORS: The Danish Institute (Det danske Selskab)

SUMMARY OF PROGRAM CONTENT:

Concerns children in the family and the community, including aims, methods and curriculum in Scandinavian education and care for children age 0-16. Format contains lectures, visits to day care centers, kindergartens and schools.

FOR DETAILS CONTACT:
Det danske Selskab, 2
Kultorvet, DK-1175
Copenhagen K
Denmark

SYMPOSIUM

PROGRAM TITLE: 1st International Symposium: "Focus on Children"

DATES: August 13-15, 1979

LOCATION: Athens, Greece

SPONSOR: American Montessori Society

FOR DETAILS CONTACT:
Cleo Monson, Symposium Coordinator
American Montessori Society
150 Fifth Avenue
New York, N.Y. 10011
(212) 924-3209

EARLY CHILDHOOD TOUR

PROGRAM TITLE: Early Childhood Tour: Peoples' Republic of China

DATES: December 4-23, 1979

SPONSOR: U.S. National Committee of OMEP

COST: $2426.00 per person

REGISTRATION DEADLINE: Early reservations are recommended

FOR DETAILS CONTACT:
Dr. Clare Rodney
OMEP Representative
5403 Sunnyview St.
Torrance, CA 90505

PLEASE BE SURE YOUR FORM IS COMPLETELY, ACCURATELY AND LEGIBLY FILLED OUT!!!!

THE ROUNDHOUSE

Network of Early Childhood Inservice Information for Nebraska

PROGRAM REPORT FORM

Conference:_____ Workshop:_____ Other(specify):____________________

PROGRAM TITLE:

DATE(S):

LOCATION(S):

SPONSOR(S):

SUMMARY OF PROGRAM CONTENT:

TARGET AUDIENCE:

PARTICIPATION RESTRICTIONS:

COLLEGE CREDIT:

CONTINUING EDUCATION UNITS:

COST:

REGISTRATION DEADLINE:

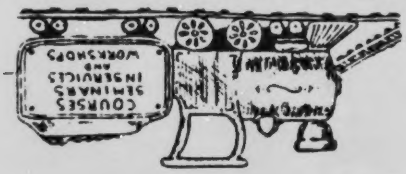
WHOM TO CONTACT FOR DETAILS:

Return to: ROUNDHOUSE
Special Ed. Section
Nebraska Department of Education
State Box 94987
Lincoln, Nebraska 68509

Deadline for inclusion in Sept./Oct. listing: August 10, 1979

To check Roundhouse Calendar schedule, phone: (402) 471-2471

Please use photo copies of this form or request additional copies to report each program to be listed.


COURSES
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AND
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Nebraska Department of Education
Special Education Section
P.O. Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

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THE ROUNDHOUSE

A bi-monthly publication of training information for those working with preschool and primary aged children.

A cooperative interagency effort by the State Office of Mental Retardation and Early Childhood Education, Special Education Section of the Nebraska Department of Education.

This project is funded under P.L. 91-230, Title VI, E. H. A. Part C.

APPENDIX D

REGIONAL PACKET

SAMPLE COPY

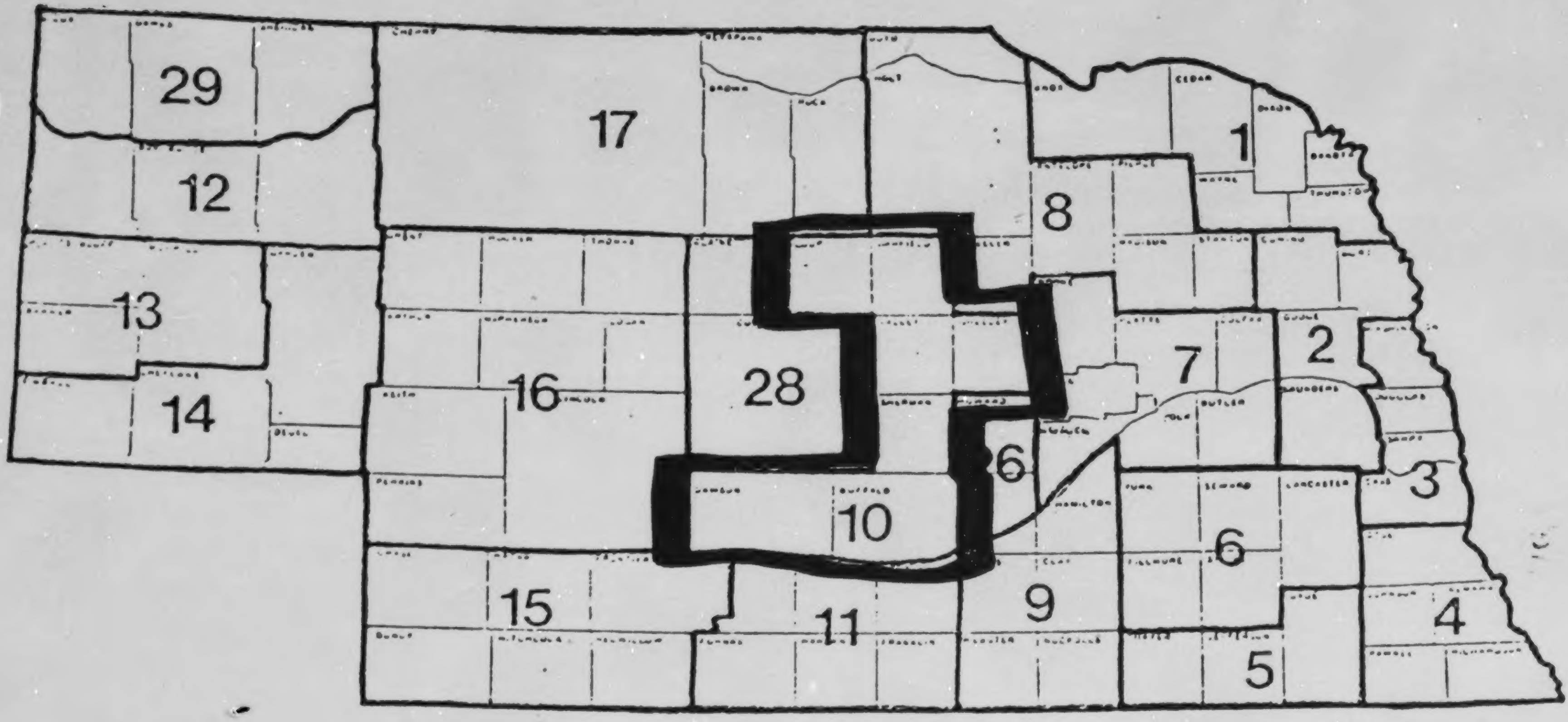
LB889 Region 10

Preliminary Listing of Services Relating to Preschool

Contents

1. Assessment Services
2. Direct Services
3. Support Services
4. Private Preschools and Day Care Centers

LB 889 PLANNING REGIONS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18	Lincoln
19	Omaha
20	Bellevue
21	Millard
22	Westside
23	Papillion
24	Ralston
25	Fremont
26	Grand Island {includes Howard, Northern Hall, and certain districts in Merrick
27	North Platte

ASSESSMENT SERVICES
ESU #10

KEARNEY STATE COLLEGE-SPEECH & HEARING
2802 9th AVENUE
KEARNEY, NE 68847

Title: Director
Phone: (308) 236-4312

Area Served: No restrictions
Available Time: M-F, 8-5

Diag & Eval Services: Speech Evaluations, Hearing Evaluation
Population Eligible
Age: Any age
Handicap: Acoustically Handicapped, Speech
Fees: Set fee

Direct Services: Support to Parents, Follow Along, Information and Referral, Speech Therapy
Population Eligible
Age: Any age
Handicap: Acoustically Handicapped, Speech
Fees: Set fee

DIRECT SERVICES
ESU #10

CENTRAL NEBRASKA HEADSTART
P.O. BOX 509
LOUP CITY, NE 68853

Title: Director
Phone: (308) 745-1226

Area Served: County, Custer, Greeley, Howard, Sherman, Valley
Available Time: Tu-F, 8:30-11:30

Diag & Eval Services: Speech Evaluations, Medical Evaluations, Visual Evaluations, Hearing Evaluations, Psychological Evaluations, Psychiatric Evaluations, Neurological Evaluations, Physical Therapy Evaluation, only if enrolled in PGM, D&E contracted for
Population Eligible
Age: 3 - 5
Handicap: Any handicap, low income
Fees: No charge

Direct Services: Speech Therapy, Medical Services, Physical Therapy, Mental Health Counseling-Therapy, Counseling-Family, Acoustical Therapy, Support to Parents, Information and Referral, Family Planning, Preschool - Day Care
Population Eligible
Age: 3 - 5
Handicap: Any handicap, low income
Fees: No charge

KEARNEY HEADSTART
WEST HIGHWAY 30, WEST CAMPUS CENTER
KEARNEY, NE 68847

Title: Director
Phone: (308) 234-3916

Area Served:	City Limits
Available Time:	M-F, 8-2
Diag & Eval Services:	Speech Evaluations, Medical Evaluations, Visual Evaluations, Hearing Evaluations, Psychological Evaluations, Psychiatric Evaluations, Educational Evaluations, only if enrolled in PGM
Population Eligible	
Age:	4 -5 years
Handicap:	Any handicap, low income
Fees:	No charge
Direct Services:	Speech Therapy, Medical Services, Mental Health Counseling-Therapy, Transportation, Preschool - Day Care
Population Eligible	
Age:	4 -5 years
Handicap:	Any handicap, low income
Fees:	No charge

NORTH LOUP HEADSTART

NORTH LOUP, NE 68859

Title: Director
Phone: (308) 496-3735

Area Served:	County, Sherman, Howard, Greeley, Valley
Available Time:	T-F, 8:30-11:30
Diag & Eval Services:	Speech Evaluations, Medical Evaluations, Visual Evaluations, Hearing Evaluations, Psychological Evaluations, Psychiatric Evaluations, Physical Therapy Evaluation, Occupational Therapy Evaluation, Educational Evaluations, only if enrolled in PGM, D&E contracted for
Population Eligible	
Age:	3 - 5
Handicap:	Any handicap, low income
Direct Services:	Support to Parents, Transportation, Preschool - Day Care
Population Eligible	
Age:	3 - 5
Handicap:	Any handicap, low income
Fees:	No charge

ASSESSMENT AND DIRECT SERVICES

BUFFALO COUNTY CHILDFIND-TITLE VI-B
310 WEST 24th STREET
KEARNEY, NE 68847

Title: Coordinator
Phone: (308) 234-5217

Area Served:	County, Buffalo
Available Time:	M-F, 9-4
Diag & Eval Services:	Psychological Evaluations
Population Eligible	
Age:	0 - 2, 3 - 5
Handicap:	Any handicap
Fees:	No charge
Direct Services:	Information and Referral
Population Eligible	
Age:	0 - 2, 3 - 5
Handicap:	Any handicap
Fees:	No charge

E.S.U. #10
W. HIGHWAY 30
KEARNEY, NE 68847

Title: Director
Phone: (308) 237-5927

Area Served:	County, Buffalo, Dawson, Garfield, Greeley, Hall, Loup, Sherman, Valley
Available Time:	M-F, 8-5
Diag & Eval Services:	Speech Evaluations, Psychological Evaluations, Visual Evaluations, Hearing Evaluations, Educational Evaluations
Population Eligible	
Age:	5 - 18, 18 - 21
Handicap:	Acoustically Handicapped, Visually Handicapped, Mentally Retarded, Emotionally Disturbed, Speech, Learning Disability, Educable Mentally Handicapped
Fees:	No charge
Direct Services:	Speech Therapy, Home Bound, Special Education Secondary, Special Education Elementary, Resource Room, Support to Parents, Follow Along
Population Eligible	
Age:	5 - 18, 18 - 21
Handicap:	Mentally Retarded, Emotionally Disturbed, Acoustically Handicapped, Visually Handicapped, Speech, Learning Disability, Educable Mentally Handicapped
Fees:	No charge

GREAT PLAINS MENTAL HEALTH CLINIC
TRI COUNTY HOSPITAL
LEXINGTON, NE 68850
Phone: (308) 324-5623

Area Served: OMR Region
Available Time: M-F, 8-5, T, 6-9PM

Diag & Eval Services: Psychological Evaluations, Psychiatric Evaluations
Population Eligible
Age: Any age
Handicap: Emotionally Disturbed
Fees: Sliding Scale

Direct Services: Information and Referral, Support to Parents, Follow Along, Mental Health Counseling-Therapy, Counseling-Family, Emergency Crises Line
Population Eligible
Age: 4 and up
Handicap: Emotionally Disturbed
Fees: Sliding Scale

LOUP VALLEY COMMUNITY MENTAL HEALTH CENTER
BOX 119
LOUP CITY, NE 68853
Title: Director
Phone: (308) 745-0748

Area Served: County, Garfield, Greeley, Sherman, Valley
Available Time: M,T,W,F, 9-5

Diag & Eval Services: Psychological Evaluations
Population Eligible
Age: Any age
Handicap: Emotionally Disturbed
Fees: Sliding Scale

Direct Services: Counseling-Family, Mental Health Counseling-Therapy, Home Bound, Vocational Adjustment Counseling, Support to Parents, Follow Along, Information and Referral, Drug & Alcohol Counseling
Population Eligible
Age: Any age
Handicap: Any handicap
Fees: Sliding Scale

MID NEBRASKA MENTAL RETARDATION SERVICES
218 SOUTH 5th AVENUE
BROKEN BOW, NE 68822

Phone: (308) 872-5759
Phone: (308) 872-6323

Area Served: County, Blaine, Custer, Garfield, Greeley, Loup, Sherman, Valley, Wheeler
Available Time: M-F, 8-5

Direct Services: Day Service - Adult, Follow Along, Counseling-Family, Home Bound, Residential, Vocational Training, Recreational, Transportation, Information and Referral, Job Placement
Population Eligible
Age: 0 - 2, 3 - 5
Handicap: Mentally Retarded, Educable Mentally Handicapped
Fees: No charge

MID NEBRASKA MENTAL RETARDATION SERVICES
11 EAST 25th STREET
KEARNEY, NE 68847

Title: SS Worker
Phone: (308) 234-2559

Area Served: OMR Region
Available Time: 24 hours

Diag & Eval Services: Speech Evaluations, Medical Evaluations, Hearing Evaluations, Psychological Evaluations, Physical Therapy Evaluation, Vocational Rehabilitation Evaluation, only if enrolled in PGM, Dental
Population Eligible
Age: Any age
Handicap: Mentally Retarded
Fees: Sliding Scale

Direct Services: Vocational Therapy, Day Service - Adult, Vocational Training, Support to Parents, Information and Referral, Follow Along, Job Placement, Speech Therapy, Physical Therapy, Residential, Recreational, Transportation
Population Eligible
Age: Any age
Handicap: Mentally Retarded
Fees: Sliding Scale

MID NEBRASKA CHILD DEVELOPMENT CENTER
16 W. 11th STREET
KEARNEY, NE 68847

Title: Director
Phone: (308) 234-1338

Area Served: County, Kearney, Frontier, Phelps, Harlan, Furnas, Buffalo
Available Time: M-F, 8-4

Diag & Eval Services: Speech Evaluations, Hearing Evaluations, Physical Therapy Evaluation, Educational Evaluations, Psychological Evaluations
Population Eligible
Age: 0 - 2, 3 - 5
Handicap: Developmentally Delayed
Fees: Sliding Scale

Direct Services: Speech Therapy, Physical Therapy, Home Bound, Preschool - Day Care, Transportation, Support to Parents, Information and Referral
Population Eligible
Age: 0 - 2, 3 - 5
Handicap: Developmentally Delayed
Fees: Other

MID NEBRASKA COMMUNITY HEALTH CENTER
914 BAUMANN DRIVE
GRAND ISLAND, NE 68801

Title: Director
Phone: (308) 382-1943

Area Served: County, Garfield, Greeley, Hall, Hamilton, Howard, Loup, Merrick, Sherman, Valley, Wheeler
Available Time: M-F, 8:30-5

Diag & Eval Services: Neurological Evaluations, Vocational Rehabilitation Evaluation, Psychological Evaluations, Psychiatric Evaluations
Population Eligible
Age: Any age
Handicap: Mentally Retarded, Emotionally Disturbed, Learning Disability
Fees: Sliding Scale

Direct Services: Day Service - Adult, Support to Parents, Mental Health Counseling-Therapy, Information and Referral, Counseling-Family
Population Eligible
Age: Any age
Handicap: Mentally Retarded, Emotionally Disturbed, Learning Disability
Fees: Sliding Scale

S. CENTRAL CHILD DEVELOPMENT CENTER OMR
921 AVENUE J
COZAD, NE 69130
Phone: (308) 784-2345

Area Served: OMR Region
Available Time: M-F, 8:45-3:00

Diag & Eval Services: Psychological Evaluations, Speech Evaluations, Hearing Evaluations, Physical Therapy Evaluation, Occupational Therapy Evaluation, only if enrolled in PGM

Population Eligible
Age: 0 - 14 years
Handicap:
Fees: No charge

Direct Services: Home Bound, Speech Therapy, Physical Therapy, Transportation, Day Services

Population Eligible
Age: 0 - 14 years
Handicap: Mentally Retarded
Fees: No charge

S. CENTRAL COMMUNITY MENTAL HEALTH CENTER
BOX 1972
KEARNEY, NE 68847
Phone: (308) 234-4017

Area Served: County, Adams, Buffalo, Clay, Franklin, Furnas, Harlan, Kearney, Nuckolls, Phelps, Webster
Available Time: M-F, 8-5

Diag & Eval Services: Educational Evaluations, Psychological Evaluations, Psychiatric Evaluations

Population Eligible
Age: Any age
Handicap: Emotionally Disturbed
Fees: Sliding Scale

Direct Services: Medical Services, Special Education Elementary, Recreational, Day Service - Adult, Information and Referral, Support to Parents, Follow Along, Mental Health Counseling-Therapy, Counseling-Family

Population Eligible
Age: Any age
Handicap: Emotionally Disturbed
Fees: Sliding Scale

SUPPORT SERVICES
ESU #10

BUFFALO COUNTY ARC
OLLIE VALENTINE, PRESIDENT
RFD 4
KEARNEY, NE 68847

Title: President
Phone: (308) 237-2913

Area Served:	County, Buffalo
Direct Services:	Support to Parents, Parent Group and Citizen Advocacy
Population Eligible	
Age:	Any age
Handicap:	Mentally Retarded
Fees:	Set fee

BUFFALO COUNTY CITIZEN ADVOCACY SERVICES
408 E. 25th
LINCOLN PLAZA EAST #4
KEARNEY, NE 68847

Phone: (308) 236-4088

Area Served:	OMR Region
Available Time:	M-F, 9-4
Direct Services:	Information and Referral, Support to Parents, Citizen Advocacy
Population Eligible	
Age:	Any age
Handicap:	Any handicap
Fees:	No charge

CENTRAL NEBRASKA COMMUNITY SERVICES
P.O. BOX 509
LOUP CITY, NE 68853

Title: Dep Dir

Area Served:	County, Sheridan, Howard, Greeley, Valley, Custer, Merrick, Sherman
Available Time:	M-F, 8-5
Direct Services:	Recreational, Preschool - Day Care, Family Planning, Nutritional Program
Population Eligible	
Age:	Birth - 13 year
Handicap:	Any handicap, low income
Fees:	No charge

CENTRAL NEBRASKA COMMUNITY HEALTH ED CORP
KEARNEY STATE COLLEGE, WEST CAMPUS
KEARNEY, NE 68847
Title: Director
Phone: (308) 236-4088

Area Served: County, Buffalo
Available Time: M-F, 8-5

Direct Services: Citizen Advocacy and Continuing Education
Population Eligible
Age: Any age
Handicap: Health Impaired, Physically Handicapped
Fees: No charge

DAWSON COUNTY MENTAL HEALTH ASSOCIATION
122 SUNSET DRIVE
LEXINGTON, NE 68850
Title: Treasurer
Phone: (308) 324-4475

Area Served: County, Dawson

Direct Services: Annual Workshops
Population Eligible
Age: Any age
Handicap: Interested Citizens
Fees: No charge

NORTH CENTRAL NEBRASKA ARC
408 NORTH 18th
CAROL WILLIAMS, PRESIDENT
ORD, NE 68862
Title: President
Phone: (308) 728-3330

Area Served: County, Loup, Garfield, Valley

Direct Services: Support to Parents, Parent Group
Population Eligible
Age: Any age
Handicap: Mentally Retarded
Fees: Set fee

REGION 3 ASSOCIATION FOR MENTAL HEALTH
BOX 158
SHELTON, NE 68876
Title: Treasurer
Phone: (308) 647-5360

Area Served: OMR Region

Direct Services: Public Education and Meetings
Population Eligible
Age: Any age
Handicap: Emotionally Disturbed
Fees: No charge

DAWSON COUNTY ARC
LAVERNE FRANZEN, PRESIDENT
BOX 827
LEXINGTON, NE 68850

Area Served:	Dawson County
Direct Services:	Support to Parents, Parents Groups

PRIVATE PRESCHOOLS AND DAY CARE
ESU #10

Miss Fern's
Fern Dickinson
1307 Avenue E
Cozad, NE 69130

Mrs. Melvin Kirk
Rural Route 2
Cozad, NE 69130

Mrs. Daniel Nelson
1622 Kiowa Lane
Cozad, NE 69130

Linda Stadange
Route 1
Gibbon, NE 68840

First Lutheran Church
Mrs. Lynn Johnson
3315 Avenue G
Kearney, NE 68847

Hazel's House
Mrs. Hazel Johnson
2806 Avenue I
Kearney, NE 68847

Verna Kiburz
2818 Avenue G
Kearney, NE 68847

KSC Child Development Center
Pat Dennison
Kearney State College
Kearney, NE 68847

Northeast Preschool
Betty Burke
3411 Avenue L
Kearney, NE 68847

Doris Schroeder
3315 6th Avenue
Kearney, NE 68847

Rhyme & Reason Day Care
Good Samaritan Home
Kearney, NE 68847

Raggedy Ann Preschool
Ann Hanson
2803 Avenue L
Kearney, NE 68847

Zion Lutheran Church
Wayne Tushek
2421 Avenue C
Kearney, NE 68847

ABC School
Mrs. Joe Masten
Rural Route 2
Lexington, NE 68850

Mrs. Vance Bricker
Lexington, NE 68850

Mrs. Harriet Conger
Loup City, NE 68853

Humpty Dumpty Preschool
Theresa Murray
2021 'M' Street
Ord, NE 68862

Sugar & Spice Day Care
2810 4th Avenue
Kearney, NE 68847

First Church of God Day Care
2901 Avenue I
Kearney, NE 68847

Long's Day Care Center
2114 6th Avenue
Kearney, NE 68847

South Central Child Development Cnt
921 Avenue J
Box 367
Cozad, NE 69130

Child Development Center
16 W 11th
Kearney, NE 68847

Kearney Head Start
West Campus W. Hwy 30
Kearney, NE 68847

Lexington Child Care Center
1610 1/2 N Washington
Lexington, NE 68850

Kiddies Korner
604 C
Shelton, NE 68876

APPENDIX E

INTERAGENCY PRESCHOOL INFORMATION
LETTER AND PACKET

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

INFORMATION ABOUT OPERATING A PREESCHOOL IN NEBRASKA

The Department of Education receives many inquiries about standards for operating preschool programs for children below school age. The following questions are commonly asked.

What is a preschool? A preschool (or nursery school) is an educational program offered to children below school age on a part-day basis. Some public and private schools offer preschools as a part of their regular school program, but most preschools are separate programs operated by private citizens, by non-profit corporations, or by community groups.

Since preschools are part-day programs (usually 2 to 2½ hours) and do not provide meals or napping, they are distinguished from day care centers or homes. Day care centers also offer an educational component, but go beyond that to provide full-day care, meals, napping, and often other family services.

Does the Department of Education enforce standards for private preschools? No. The Department of Education is not authorized to regulate preschools unless such programs are an additional part of a public school program.

Does a teacher in a private preschool need a teaching certificate? No. Teaching certificates are required only for those preschool teachers who are working in public school programs.

If a preschool teacher does have a certificate, can experience teaching in preschool count toward renewal? Not in most cases. Usually the experience counted toward renewal must be in an approved public or private school serving school age children. A few private preschools also offer kindergarten programs which are approved by the Department of Education. Experience in these settings would count toward renewal. In any case, a teaching certificate can be renewed if the teacher obtains six hours of credit from an approved teacher education institution within the three years preceeding the application for renewal.

Anne Campbell
Commissioner
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

State Board of Education

Walter M. Thompson
President
Oakland, Nebraska 68045
Phone: (402) 685-5979

Margaret Lockwood
Vice-President
1500 Gentry Boulevard
Gering, Nebraska 69341
Phone: (308) 436-4337

Frank E. Landis
608 Lincoln Building
Lincoln, Nebraska 68508
Phone: (402) 474-3513

James Monahan
623 Service Life Building
Omaha, Nebraska 68102
Phone: (402) 346-1700

Don H. Lienemann
731 South Jackson Street
Papillion, Nebraska 68046
Phone: (402) 339-3301

Dorothy Creigh
1650 North Elm Avenue
Hastings, Nebraska 68901
Phone: (402) 462-5262

Arlene E. Hart
Route 2
Sargent, Nebraska 68874
Business: (308) 527-4119
Home: (308) 527-3653

William C. Ramsey
6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551-0426

If not the Department of Education, what agency does regulate preschools? The only agency which enforces required standards for preschools is the Fire Marshal. Under the Fire and Life Safety Code, preschools are considered in the same category (Educational Occupancy) as all other schools, both public and private. The responsibility for enforcement of this code rests with the State Fire Marshal in Lincoln or with local fire officials.

What is the role of the Department of Public Welfare in the regulation of preschools and day care centers? The Department of Public Welfare, Division of Social Services, enforces a state law which requires that any day care center obtain a Day Care License. The granting of this license is based on meeting standards contained in Minimum Standards for Licensing Day Care Centers Caring for Children (October, 1976). A facility is considered to be a day care center if more than eight children receive care for more than four hours per day with meals and napping provided. The standards include those for health and sanitation, fire, child-staff ratios, and program.

As of July 1, 1979, the Department of Welfare issued a new set of standards, Rules for Voluntary Licensure of Preschools. A preschool operator may now elect to obtain such a license through the Department of Public Welfare, Division of Social Services. The standards are essentially the same as the day care standards, but have been revised to delete those regulations not appropriate to the special nature of preschools.

If this license isn't really required, what advantages are there in going through the procedure? A preschool that obtains a voluntary license can guarantee to the parents of the children in attendance that they are meeting minimum standards for health and safety.

The fire regulations within the Department of Welfare standards are less comprehensive than those the Fire Marshal requires for Educational Occupancy as a preschool. Since most preschools are operated within physical facilities quite similar to day care centers (homes, churches, and specially constructed buildings), the standards enforced through the voluntary licensing procedure would help to insure minimum fire safety conditions.

What about the new law that requires public schools to serve preschool handicapped children? Is there a role for private preschools? Yes. The new law permits school districts to contract with private preschools and day care centers to provide services to young handicapped children. A preschool operator wishing to enter into such an arrangement would need to contact the local school district to let the administrator know that the preschool would be willing to serve handicapped children. If the school wishes to contract, you will need to do the following:

(1) Apply for a Voluntary License from the Department of Public Welfare;

(2) Meet a special set of program standards which will be administered by the school district. These are called, Criteria for the Approval of Non-Public Preschool and Day Care Facilities for Special Education Contracting;

(3) Apply to the Department of Education, Special Education Branch for an approval of the rate you will charge to serve the child(ren);

(4) Contact local fire officials to find out what building modifications may be needed to provide accessibility for the handicapped children; and

(5) Negotiate any other contract content with the school district.

What services does the Department of Education provide to preschools? The Early Childhood Consultant at the Department of Education is available to answer questions about requirements and to make referrals to appropriate agencies. Pamphlets and publications are also available. A bimonthly listing of in-service programs, "Roundhouse," is sent to all preschools known to the Department. Some on-site consultation can be arranged if it is in conjunction with necessary travel to a public school in the area. The consultant is also available to make presentations at conferences and workshops or to community groups.

Further information about the topics discussed above may be obtained as follows:

(1) To find out how to obtain a Voluntary Preschool License, refer to the attached map and contact the Licensing Specialist for your area or contact:

Debbie Dawson, Licensing Consultant
Nebraska Department of Public Welfare
Division of Social Services
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-3121

(2) To obtain information about the fire regulations for Educational Occupancy, contact your local fire officials.

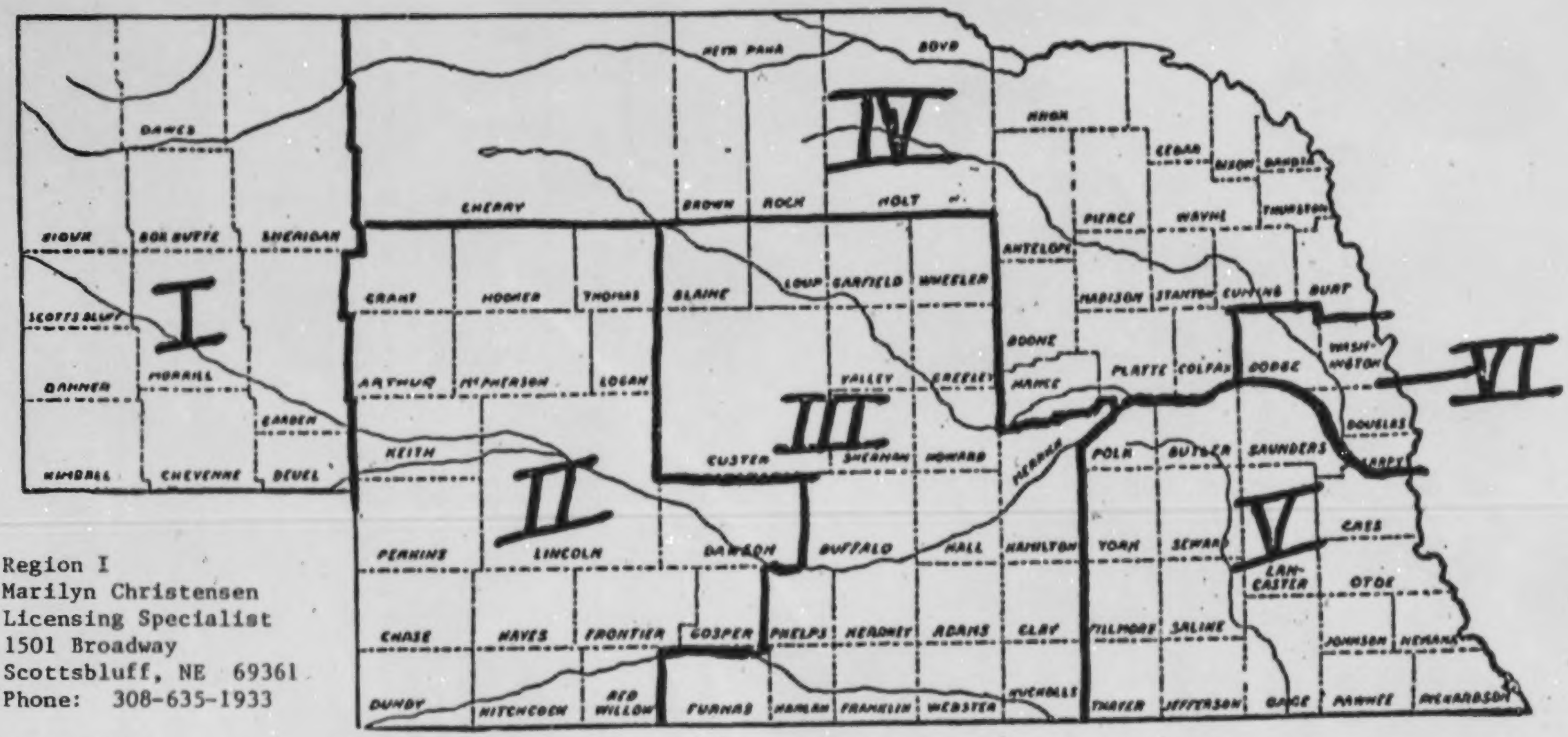
(3) To find out more about serving handicapped children or to get on the mailing list for "Roundhouse" contact:

Jan Thelen
Early Childhood Supervisor
Special Education Branch
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2471

(4) To obtain general information about early childhood programs or to inquire about publications contact:

Harriet A. Egertson
Early Childhood Consultant
Management and Curriculum
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2444

Nebraska Department of Public Welfare
Division of Social Services
Regional Offices
Licensing Specialists for Day Care and Preschools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Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

August 1, 1979

Dear Preschool Providers:

In cooperation with the Nebraska Department of Public Welfare, the Nebraska Department of Education is mailing to all preschools in the state of Nebraska copies of two recently-published documents. One copy of each is enclosed. They are titled:

(1) Rules of Voluntary Licensure of Preschools. Nebraska Department of Public Welfare: July 1, 1979.

(2) Criteria for the Approval of Non-Public Preschool and Day Care Facilities for Special Education Contracting. Nebraska Department of Education: June 8, 1979.

As of July 1, 1979, the Department of Public Welfare issued a set of standards, Rules for Voluntary Licensure of Preschools. A preschool operator may now elect to obtain such a license through the Department of Public Welfare, Division of Social Services. The standards are essentially the same as the day care standards, but have been revised to delete those regulations not appropriate to the special nature of preschools.

If this license isn't really required, what advantages are there in going through the procedure? A preschool that obtains a voluntary license can guarantee to the parents of the children in attendance that they are meeting minimum standards for health and safety.

The fire regulations within the Department of Welfare standards are less comprehensive than those the Fire Marshall requires for Educational Occupancy as a preschool. Since most preschools are operated within physical facilities quite similar to day care centers (homes, churches, and specially constructed buildings), the standards enforced through the voluntary licensing procedure would guarantee minimum fire safety conditions.

What about the new law that requires public schools to serve preschool handicapped children? Is there a role for private preschools? Yes. The new law permits school districts to contract with private preschools and day care centers to provide services to young handicapped children. A preschool operator wishing to enter into such an arrangement would need to contact the local school district to let the administrator know that the preschool would be willing to serve young children who are handicapped. If the school wishes to contract, you will need to do the following:

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Commissioner
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

State Board of Education

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Omaha, Nebraska 68102
Phone: (402) 346-1700

Don H. Lienemann
731 South Jackson Street
Papillion, Nebraska 68046
Phone: (402) 339-3301

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1650 North Elm Avenue
Hastings, Nebraska 68901
Phone: (402) 462-5262

Arlene E. Hart
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Business: (308) 527-4119
Home: (308) 527-3653

William C. Ramsey
6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551-0426

(1) Apply for a Voluntary License from the Department of Public Welfare;

(2) Meet a special set of program standards which will be administered by the school district. These are called, Criteria for the Approval of Non-Public Preschool and Day Care Facilities for Special Education Contracting;

(3) Apply to the Department of Education, Special Education Branch for an approval of the rate you will charge to serve the child(ren); and

(4) Negotiate any other contract content with the school district.

What services does the Department of Education provide to preschools? The Early Childhood Consultant at the Department of Education is available to answer questions about requirements and to make referrals to appropriate agencies. Pamphlets and publications are also available. A bimonthly listing of in-service programs, "Roundhouse," is sent to all preschools known to the Department. Some on-site consultation can be arranged if it is in conjunction with necessary travel to a public school in the area. The Consultant is also available to make presentations at conferences and workshops or to community groups.

Further information about the topics discussed above may be obtained as follows:

(1) To find out how to obtain a Voluntary Preschool License, refer to the attached map and contact the Licensing Specialist for your area or contact:

Debbie Dawson, Licensing Specialist
Nebraska Department of Public Welfare
Division of Social Services
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-3121

(2) To obtain information about the fire regulations for Educational Occupancy, contact your local fire officials.

(3) To find out more about serving young children who are handicapped or to get on the mailing list for "Roundhouse" contact:

Jan Thelen
Early Childhood Supervisor
Special Education Branch
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2471

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(4) To obtain general information about early childhood programs or to inquire about publications contact:

Harriet A. Egertson
Early Childhood Consultant
Management and Curriculum
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
(402) 471-2444

RULES FOR VOLUNTARY LICENSURE OF PRESCHOOLS

July 1, 1979

DIVISION OF SOCIAL SERVICES
NEBRASKA DEPARTMENT OF PUBLIC WELFARE

LEGAL BASIS
NEBRASKA STATUTES (Revised, 1943)
Article 19
Board and Care of Children

Section.

71–1901. Definitions.

71–1902. Child care, license required; duration; renewal fee.

71–1903. Child care; investigation by department.

71–1904. Child care; rules and regulations.

71–1905. Violation; penalty.

71–1901. Definitions. As used in sections 71–1901 to 71–1905;

(1) Person shall include a partnership, firm, agency, association or corporation;

(2) Child care shall mean engaged in the business of exercising the care, supervision, custody or control over children under sixteen years of age, for compensation or hire, in lieu of the care or supervision normally exercised by parents in their own home but shall not include casual care at irregular intervals; and

(3) Department shall mean the Department of Public Welfare of the State of Nebraska.

71–1902. Child care; License required; duration, renewal fee.

No person shall furnish, or offer to furnish, child care for two or more children from different families without having in full force and effect a written license issued by the department, upon such terms and conditions as may be prescribed by general rules and regulations promulgated by the department. All licenses issued under sections 71–1901 to 71–1905 shall expire one year from the date of issuance, and shall be subject to renewal under the same terms and conditions as the original license. For the issuance or renewal of each license the department shall charge a fee of one dollar. A license may be revoked for cause, after notice and hearing, in accordance with such rules and regulations as may be prescribed by the department.

71–1903. Child care; investigation by department; State Fire Marshal.

The department, before issuance of a license, shall cause such investigation to be made, as it shall deem necessary, to determine if the character of the applicant or person in charge of the business and the place where the child care is to be furnished are such as to insure the proper care and treatment of children. The department may request the State Fire Marshal to inspect such places for fire safety and the Department of Health to inspect such places to determine if they meet sanitation and health standards set by the Department of Health for the care and protection of such children. The authority to make such investigations may be delegated to qualified local fire prevention personnel or environmental health personnel, as appropriate. The department may also, at any time it sees fit, cause an inspection to be made of the place where any licensee is furnishing child care, to see that such business is being properly conducted.

71–1904. Child care; rules and regulations

The department shall make such rules and regulations, consistent with sections 71–1901 to 71–1905, as it shall deem necessary for (1) the proper care and protection of children by licensees under said sections, (2) the issuance, suspension and revocation of licenses to carry on the business of child care, and (3) the proper administration of said sections.

71–1905. Violation; penalty.

Any person who shall violate any of the provisions of sections 71–1901 to 71–1904 shall be deemed guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of not less than fifty dollars nor more than two hundred dollars or by imprisonment in the county jail for not more than thirty days.

STANDARDS COMPLIANCE

All new facilities applying for a license after October 1, 1976 must meet the rules and regulations promulgated on that date.

All existant facilities which have applied or been licensed before October 1, 1976 have until October 1, 1977 in which to comply.

LICENSING PROCEDURE

1. Application shall be made by completing an application form, DSS–0910A, and submitting it to the local licensing representative.
2. Medical report forms shall be kept on file at the center for all employees working directly with the children or involved in food service.
3. When application is received, requests will be made for fire and sanitation inspections.
    a. Compliance with fire regulations shall be determined by the State Fire Marshal or his delegated authority.
    b. Compliance with sanitation regulations shall be determined by the State Health Department or their delegated authority.
4. A licensing representative shall visit and study each center applying for a license to provide child care.
5. The applicant shall be responsible for determining that all local zoning requirements and building codes and ordinances have been met. The authority of the State Department of Public Welfare to license child care centers is independent of and separate from any local zoning or certification requirements that may exist. Compliance or non-compliance with local requirements shall not be grounds for denial or revocation of any child care license. It is, however, strongly recommended that in order to fulfill their community obligations, each licensee should comply fully with every local requirement. Adherence to this policy and compliance with local requirements also allows licensees to avoid the legal consequences which can be imposed upon violators by local authorities.
6. When licensing standards requirements have been met, the $1.00 fee will be requested and the license issued.
7. Relicensing material will be sent to the applicant at least six weeks prior to the expiration date written on the license. Fire and sanitation inspection requests will be sent at that time. The remainder of the procedure followed in the initial licensing is repeated.
8. In the case of the rejection of an application for a new license or renewal of a license or the revocation of a license, the applicant has the right to a hearing before the Director of Public Welfare.
    a. Notice and Right to a Hearing

       If the decision is made to reject an application to operate a day care center or revoke or suspend a license to operate a day care center, the Director of Public Welfare shall notify, in writing, the applicant/licensee of the decision and the right to appeal.

       The applicant/licensee may appeal within thirty (30) days after provision of the notice of rejection, revocation, or suspension.

The rejection, revocation, or suspension action shall be effective fifteen (15) days following provision of the notice. However, if an appeal is filed within fifteen (15) days of the notice, the action shall be suspended until a hearing is held and a decision is made on the appeal.

The Director of Public Welfare shall fix a time for hearing and notify the applicant/licensee of the time for the hearing at least ten (10) days before the date of the hearing. The applicant/licensee may present any relevant evidence which bears on his/her right to operate a day care center.

b. Time of Hearing

The hearing before the Director of Public Welfare shall be held at the time and place stated in the notice sent to the applicant/licensee. An extension of time may be granted by the Director of Public Welfare for good cause shown.

c. Procedure of Hearing

The applicant/licensee may him/herself present evidence or may be represented by a duly and authorized attorney or friend. The Director of Public Welfare will assist all parties to present their evidence. The Director of Public Welfare will admit and encourage the presentation of any evidence which has a direct bearing on the license or application for a license which is being considered. The Director of Public Welfare may accept documents to be placed in evidence. Technical rules of evidence do not govern the hearing procedure; however, oral testimony must be given upon oath or affirmation.

The Director of Public Welfare has authority to maintain order and to expel persons from the hearing for cause, to adjourn the hearing, or to grant continuance when it appears that such procedure will assist in obtaining relevant evidence.

d. Decision

No final decision as to the rejection of an application for a license or the revocation of a license will be made by the Director of Public Welfare until after the applicant/licensee has been given an opportunity to appear at the hearing before the Director of Public Welfare.

e. Reapplication

Upon the rejection of an application for a license, or upon the revocation of a license, the applicant/licensee may again apply for a license six months after the revocation of the license or rejection of the application.

SOCIAL SERVICE STANDARDS

DEFINITIONS

A. **Child Care Center.** A facility that provides child care as defined by Nebraska Statute for more than seven children over age six weeks. Counted shall be all children present in care under age thirteen (13) years and over age six weeks.

B. **Licensing Agency.** The Divison of Social Services, Department of Public Welfare.

C. **Inspection Agency.**

Sanitation: State Department of Health, or local health department having jurisdiction.
Fire: State Fire Marshal's Office or local Bureau of Fire Prevention.
Social Service Standards: Licensing Agency representative.

LICENSE RESTRICTIONS

A. When issued, a license shall be valid only for the location for which it was issued and for the applicant to whom it was issued.

B. The licensee shall report to the Division of Social Services any changes which directly affect its child care activity.

1. Change in location
2. Change in building or building usage
3. Change in program administrators or directors

ADMINISTRATION

1. Public Information

   a. The center shall have, in written form, available for reading by the licensing agent or persons using the child care service a statement describing the service offered, including:
      - Basic care
      - Feeding
      - Activities

   b. All published statements and advertisements shall be accurate and no claims pertaining to service shall be made unless the center is equipped and staffed to give such service.

2. Care of Children

   a. No child shall be provided care for more than twelve hours in one day.

   b. Children provided care shall be at least six (6) weeks of age.

3. Child's Record

   There shall be current information on each child accepted for care which shall be recorded on a document supplied by the Department of Public Welfare, Division of Social Services or one utilized by the center which contains all the information required on the Department's document.

4. Attendance

   A record of each child's attendance shall be maintained.

5. Accident Reports

   A written report shall be kept on file for each child who has received an injury requiring first-aid or emergency medical treatment. This report shall at minimum describe how and when the child was injured and what actions were taken by the center staff.

6. Personnel Records

   Personnel records shall include:
   a. Name, address, telephone number of each staff member
   b. Name of person to be contacted in case of emergency
   c. Annual health reports for all persons having contact with the children and/or food service
   d. Training and education
   e. Experience
   f. Attendance record
   g. Dates of employment and separation

ALTERNATIVE COMPLIANCE WITH MINIMUM STANDARDS

The Department may grant alternative compliance with Minimum Standards as published under the provision of Nebraska Statutes, 1943, as revised, Article 19, Section 71-1901 through 1905, if, as determined by the Department, the alternative form of compliance offers equal protection to children and meets the intent of the standard for which the alternative compliance is sought.

The Department shall consider requests for alternative compliance with Minimum Standards for Licensing Day Care Centers except for those standards under Staffing Requirements.

Procedure

A request for alternative compliance may be granted under the following conditions:

1. The applicant/licensee shall submit the request for alternative compliance in writing.

   That request shall include:

   a. The standard for which the alternative compliance is sought.
   b. An explanation of why the standard cannot be met.
   c. Justification (how facility will continue to provide for the health and safety of the children as intended by the standard if the request for alternative compliance is granted).
2. A written request shall be submitted for each standard that will be complied with in an alternative form.
3. The alternative compliance is effective for the duration of the license and shall be requested with each subsequent application if it is to be continued.
4. The applicant/licensee must provide clear and supportive evidence including, at the request of the Department, expert opinion.

STAFF

All personnel hired after the promulgation of these standards must meet the qualifications stated for the position level for which they are hired. Existing administrative staff have two years in which to qualify; primary and supplemental staff, one year.

1. Staff Qualifications
   - a. Administrative Staff

     Administrative staff shall be the person or persons having the overall responsibility for planning, establishing and maintaining the Child Care Program. Administrative staff shall:
     1. Have reached the legal age of majority,
     2. Have achieved one of the following levels of education and/or experience:,
        - a. For centers to be licensed for 12 or more children;
          1. Bachelor degree in child development or early childhood education from an accredited college or university; or
          2. Bachelor degree from an accredited college or university and at least twelve (12) credit hours in the area of child development or early childhood education; or
          3. Associate degree in child development, early childhood education or child care administration; or
          4. High School Diploma or General Education Diploma plus a verification of successful compietion of 6 credit hours or 20 clock hours of Department sponsored in-service in the area of child development, early childhood education, or child care administration plus one year of full-time verifiable teaching or early childhood experinece, (practicum experience acceptable for experience requirement); or
          5. High School Diploma or General Education Diploma plus one year verifiable experience in a licensed day care center plus a written Department approved plan to acquire at least 6 credit hours or 20 clock hours of Department sponsored in-service in the area of child development, early chilhood education, or child care administration in a period not to exceed 12 months; or
          6. High School Diploma or General Education Diploma, plus 2 years of experience as a primary staff person in a licensed day care center.
        - c. Primary Staff

          Primary Staff are those who have primary responsibility for groups of children (head teacher, supervising teacher). Primary Staff Shall:
          1. Have reached the legal age of majority, and
          2. Have a High School Diploma or General Education Diploma, and

3. Have a minimum of one year of verifiable experience in a child care program, (practicum experience acceptable); or
Have a written Department approved plan to acquire at least 6 credit hours or 20 clock hours of Department sponsored in-service in the area of child development, early childhood education or child care administration in a period not to exceed 12 months; or
Have a Child Development Associate Credential.

d. Supplemental Staff
This staff is responsible to administrative or primary personnel and works directly with the children (e.g., Teacher, Teacher Aide). Supplemental staff shall be at least sixteen(16) years of age.

e. Personnel Younger than Sixteen
Persons fourteen (14) and fifteen (15) years of age may be employed in a child care program, but may not be considered in the adult/child ratio.

f. Volunteers
If a volunteer works over 16 hours a week, a health record must be obtained. If a volunteer works over 16 hours a week and is counted in the staff ratio, that person additionally must meet the requirements for the staff position s/he is assuming.

2. Staff Training Requirements

Each center staff member shall participate in training programs annually as provided below.

a. Administrative Staff training plans shall be in the area of child care, early childhood education or child care management and shall include at least twenty-four (24) contact hours per year.
b. Primary Staff training plans shall be in the area of child care or early childhood education and shall include at least twelve (12) contact hours per year.
c. Supplemental Staff training plans shall be in the area of child care or early childhood education and shall include at least twelve (12) contact hours per year.
d. Food Service Personnel training plans shall be in the area of food and nutrition and shall include at least eight (8) contact hours per year.

Each hour spent participating in any of the following types of child-care related training activities shall count towards yearly requirements:

–job orientation
–in-service training
–workshops
–college credit courses
–non-credit course work
–adult education courses

Staff shall receive credit toward their requirement by designing and participating in a segment of a training plan for persons under their supervision (i.e., initial orientation).

An individual record of each person's training activities shall be maintained, kept on file and available for review by the licensing authority.

3. Staffing Requirements
   a. Staff/Child Ratios
      1. Infants and toddlers:
         Six week olds to two year olds: One adult to every four children
      2. Preschool
         a. Two to three year olds: One adult for every five children
         b. Three through five year olds (including kindergartners who have had their sixth birthday). One adult for every ten children.
      3. School Age: Six (or first grade) to maximum age provided care in center. One adult for every twelve children.
   b. Requirements Governing Staff/Child Ratios
      1. Only those persons directly involved with the immediate care of the children shall be counted in the child staff ratio.
      2. Staff ratio shall be met at all times.
      3. All children shall be under the staff ratio appropriate to their age when in mixed age groupings.
      4. The staffing for each grouping of children established by the center shall contain a primary level staff person.
      5. If a cook is not employed full-time, that person may fulfill other staffing positions within the center. During the hours the person is working with food service they may not be counted in the staff/child ratio.
   c. There shall be at least two staff persons on the premises at all times. When the number of children under care is five (5) or less this may be met by having one of the two staff members on call and immediately available.

PROGRAM STANDARDS

1. The staff shall plan and provide daily activities suitable to the ages and needs of the children under care. This planning information shall be available to parents and licensing personnel upon request.
2. Disciplinary practices shall:
   a. not be humiliating, frightening or physically harmful to the child
   b. be consistent and individualized for each child
   c. be appropriate to the child's level of understanding
   d. and be directed toward teaching the child acceptable behavior
3. The staff and program shall provide the child with respect and a positive regard for his well-being as witnessed by:
   a. sufficient supervision and guidance

b. immediate and positive response to child's physical and emotional needs
c. providing individual attention for each child
d. adjusting the program and environment to the physical needs of the child, and
e. a continuing concern for the rights of each child.

This is to be evaluated as not being complied with if such circumstances should ever exist and be substantiated as:

a. a child is ever left unsupervised
b. children's reasonable requests are not given a response
c. children are left isolated or allowed to receive no recognition from the staff or children
d. children with physical handicaps enrolled in care are not given access to facilities necessary for their physical maintenance
e. any other situation which would indicate physical or emotional abuse or neglect of a child

STAFF–PARENT COMMUNICATION

1. The staff shall be responsible for communicating with the parent(s) or guardian(s) concerning changes in the child's behavior patterns.
2. The center shall be open to visits from parent(s)/guardian(s).
3. The parent(s) or guardian(s) shall have the right of input into the center's planning of care for the child.

NUTRITION

1. The center shall provide and serve simple and nourishing food to children in quantities suitable to their ages and activities. Second helpings shall be made available.
2. Meals shall be planned according to the number of hours the child is in the center.
   a. For children in the center less than four (4) hours, one snack shall be provided, unless the four-hour period covers a normal meal hour, in which case a meal shall be provided, furnishing one-third (1/3) of the child's daily food needs.*
   b. For children in the center five (5) to nine (9) hours, one meal and one or two snacks shall be provided (two snacks if period is as much as seven hours). If the five to nine hour period covers two normal meal hours, two meals shall be served, one which shall replace one snack. One meal and two snacks shall furnish one-half (½) of the child's daily food needs.*
   c. For those in the center longer than (9) hours, two-thirds (2/3) of the child's daily food needs* shall be provided. This shall be furnished in two meals and two snacks except for those children in

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*As established in consultation with the State Department of Health.

the center after 10 p.m. in which case the child shall be provided meals and snacks at established serving times.

3. Menus of meals and snacks shall be planned at least one week in advance, and shall be dated and posted in a conspicuous place in the center. Any substitutions shall be of comparable nutritional value and shall be marked on the menu. After use, the menus shall be filed in the center and retained for one year. Each center shall consult on a yearly basis with a local dietition, nutrition consultant, or home economist who is knowledgeable in all aspects of child feeding and nutrition.
4. Food shall not be used as a punishment or reward. Children shall be encouraged, but not forced to eat.
5. Special diets prescribed by physicians shall be served by the center. Arrangements for special food needs shall be made between the child's parents/guardians and administrators. Religious and/or ethnic food preferences shall be observed by incorporating these foods into the menus on a regular basis.
6. Staff members shall eat with children and shall be served the same food.
7. Drinking water shall be available to all children upon request and shall be offered several times a day.
8. A feeding schedule individualized to each infant shall be established. The infant shall be held for bottle feeding until a firm pattern of holding his/her own bottle has been established. Staff members shall either feed infants or supervise those old enough to feed themselves.
9. Infant formula shall be provided in one of the following ways:
   a. The center may keep a supply of commercially prepared formula.
   b. The center may require the parents to provide a day's supply of sterilized bottles or formula which shall be refrigerated until used. Each bottle shall be labeled with infant's name. When this method is used, all bottles shall be thoroughly rinsed when empty. Provisions shall be made for nursing mothers to come into the center to nurse their infants or to send along milk.
   c. If the center prepares the formula, either terminal or non-pressure method shall be used for sterilization.

FACILITIES

1. Indoor Area
   a. There shall be at least 35 square feet of indoor activity space for each child. Bathrooms, kitchen, isolation room, office, passageways, storage, or space occupied by cribs, cots, or built-in cabinets shall not be considered when computing activity space.
   b. Space used for child care is not to be used for any other purpose such as storage, food service, or laundry.
   c. Space shall be provided to isolate an ill or injured child.
   d. The center shall have telephone service.

e. Each child shall have space for storing wraps and individual belongings. For children over age two this space shall be accessible to them.

f. Rooms where children below age two (2) years are receiving care shall be limited to the care of eight (8) children at any one time.

2. Outdoor Area

a. When in use, the outdoor child care space shall provide a minimum of 50 square feet for each child using it.

b. For children between six weeks of age and school age, a fenced outdoor child care space shall be provided. The fence shall be:

1. at least three feet high.
2. free from sharp hazardous edges.
3. of sufficient construction to keep animals and other intruders out.

c. The outdoor play area shall be free of physical hazards and provide shade from the sun.

FURNISHINGS AND EQUIPMENT

1. Condition

a. Equipment and furniture shall be in operative condition, free of sharp, loose, or rusty parts.

b. Equipment shall be easily cleanable and kept in a clean condition.

c. Equipment used by infants and toddlers shall be free of small parts which could be swallowed.

d. Toys made of easily breakable materials shall not be used by infants and toddlers.

2. Amount and Type of Furnishings

a. There shall be table space for each child who is able to sit at the table.

b. There shall be a straight chair, with a back, without arms, for each child who is able to use a chair.

HEALTH STANDARDS

1. No child shall be enrolled for care unless a record of his immunizations has been obtained. If a child's immunization level does not meet the State Department of Health recommendations for his/her age, then a program for further immunization is to be arranged immediately with the parent(s) or guardian(s) following the recommendations of the child's physician.
2. Each day previous to receiving a child from the parent(s) or guardian(s) (s)he is to be checked for signs of illness and not accepted for child care if too ill to be provided care.
3. Children who are ill and whose presence in a group of children may create a health hazard to themselves or others are to be cared for in isolation, or cared for by parent(s)/guardian(s).
4. A staff member with basic first-aid skills shall be on duty at all times.

5. First aid supplies and manual shall be kept immediately available.
6. A plan for handling medical emergencies shall be worked out with each parent or guardian in writing at the point of enrollment in the center.
7. When a child has been diagnosed as having a communicable disease, the center shall notify:
   a. local or State Department of Health
   b. parent(s) or guardian(s) of all children who may have been exposed.
8. **If applicable, individual and separate bedding shall be provided for each child in the center who will be resting.**
9. Authority and procedure for administering medication shall be clearly defined.
   a. When parents or guardians of the children are unavailable to administer medication, one designated staff person shall be authorized to administer medication.
   b. Medication and/or special medical procedures shall be administered to a child by the designated staff person only when there is a written, signed, and dated request from the parent(s) or guardian(s) including time of last previous dosage and time when medication or procedure is to be administered.
   c. Only prescription drugs in original container and clearly labeled with the child's name, name of drug, and directions for administering, shall be administered to the child by the staff.
   d. All medicines or drugs shall be kept in locked cabinets, inaccessible to children, and removed from the premises when no longer being used.

TRANSPORTATION

1. The staff/child ratio shall be maintained when transporting children.
2. Parent or guardian signed permissions shall be required for the center to transport children from the center to outside activities. These permissions shall be kept on file.
3. The number of children transported shall not exceed the seating capacity indicated by the vehicle manufacturer.

RULES AND REGULATIONS PROVIDING FOR LIFE SAFETY FROM FIRE IN DAY CARE CENTERS FOR CHILDREN

FIRE REGULATIONS:

INTRODUCTION:

These Regulations are prepared for the guidance of those persons responsible for the operation and design of Day Care Centers. They represent the minimum requirements for the construction of such structures and the safety of the occupants thereof and **supersede all regulations heretofore adopted by this department pertaining to this subject. All prior regulations are hereby repealed.** Day Care Facilities coming under these Fire Safety Regulations provide care for thirteen (13) or more children; or more than seven children in four or more separate rooms.

ENFORCEMENT OF REGULATIONS:

SECTION I

1. When necessary to secure compliance with these Regulations, enforcement of orders of the State Fire Marshal directing such compliance will be under the procedures prescribed in Sections 81-501 and 81-531, inclusive, Revised Statutes of Nebraska, 1943, as amended.

2. It shall be unlawful for any person or persons, firm, corporation, organization or other agency to conduct, maintain, operate or permit to be conducted, maintained or operated, any building, structure, or occupancy coming within the scope of these Regulations in such manner as to circumvent, nullify or render inoperative any of the safety measures installed in compliance with the provisions of these Regulations.

3. No building or structure coming within the provisions of these Regulations shall be altered in any manner that would be in violation of the provisions of these Regulations or any authorized rule or approval of the State Fire Marshal made and issued thereunder.

4. Where compliance with these Regulations for existing licensed facilities would create an extreme hardship or in case of disagreement concerning the propriety of application of these Regulations with respect to any establishment or installation thereat, the State Fire Marshal shall, and, upon application of any party in interest, provide for hearing in his office of which at least ten (10) days written notice will be given to the proprietor of the establishment involved and to any public official having jurisdiction and upon such hearing the State Fire Marshal will make such determination as is supported by the weight of evidence adduced thereat and issue his order accordingly. However, nothing within these Regulations shall pre-

vent the State Fire Marshal, where actual and immediate danger to life exists to order and require the inmates and occupants to evacuate the building or structure covered by these Regulations.

DEFINITIONS:

SECTION II

As used in these Regulations, unless otherwise expressly stated, the following terms shall have the meanings indicated. Where terms are not defined in this section, they shall have their ordinarily accepted meanings.

1. **Administrator** is the owner, operator or person in charge of a Day Care Center.

2. **Automatic** as applied to a door or other opening protection, means normally held in an open position and automatically closed by a releasing device that is activated by an approved method (alarm system).

3. **Approved** is any equipment, device or procedure which bears the stamp of approval of or meets applicable standards prescribed by an organization of national reputation such as: Underwriters' Laboratories, Inc., Factory Mutual Laboratories, American Society for Testing Materials, American Gas Association, which undertakes to test and approve or provide standards for equipment, devices or procedures of the nature prescribed in these Regulations shall be deemed as prima facie evidence for approval if acceptable by the State Fire Marshall.

4. **Basement** is any story or floor level below the main or street floor. Where, due to grade differences there are two levels each qualifying as a street floor, a basement is any floor level below the lower of the two street floors. A basement is a level which has a vertical rise travel of more than three (3) feet to grade level exit.

5. **Exit** shall mean the exit doorway or doorways, or such doorways together with connecting hallways and/or stairways, either interior or exterior designed to provide means for which individuals may proceed safely from a room or space to a street or to an open space which provides a safe access to a street. Exitways from any room may lead through one (1) other room of like tenancy.

6. **Manual Fire Alarm System** means a manual fire alarm system of approved electrically supervised devices with secondary power supply, the audible signals of which are transmitted throughout the premises primarily for the notification of occupants, that an emergency exists. A manual fire alarm system is to be installed in compliance with the National Fire Protection Association Pamphlet No. 72A latest issue.

7. **Fire Detection System** means a combination approved fire alarm system which automatically detects a fire condition and activates a fire alarm signal, as well as having a manual alarm system. The fire

detection system is to be installed in compliance with National Fire Protection Association Pamphlet No. 72A latest issue.

8. **Building** means any structure or building standing alone, or any portion of a structure or dwelling suitably sub-divided by walls, doors, and other opening protection of not less than one (1) hour fire rated construction.

9. **Decorative Material** includes all such materials as curtains, draperies, streamers, surface coverings—applied over the building interior finish for decorative, acoustical or other effect, and also cotton cloth, cotton batting, synthetic materials, straw, vines, leaves, trees and moss used for decorative effect. It shall not include ordinary window shades, nor materials one-fortieth (1/40) of an inch or less in thickness applied directly to and adhering tightly to a non-combustible base.

10. **Fire Resistance Rating** means the time, in hours, that materials or assemblies have withstood a fire exposure as established in accordance with the test procedures of Standard methods of fire test of building construction and materials.

11. **Building Construction** is classified as to types; Fire Resistive, Heavy Timber, Noncombustible, Protected Noncombustible, Ordinary, Protected Ordinary, Wood Frame and Protected Frame. The types are defined and described in N.F.P.A. Standard No. 220 (1961) and are included by reference in the Regulations Promulgated by the Nebraska State Fire Marshal, Governing Safety to Life from Fire and Like Emergencies in Buildings and Structures and General Fire Prevention, October 18, 1973.

12. **Handrail** shall mean a rail serving as a guard or support to be held by the hand – as along a stairway.

13. **Self-Closing** shall mean equipped with an approved device which will insure closing after having been opened.

14. **Stairway** shall mean a combination of consecutive treads and risers between one floor or leading level and the next.

15. **Story** shall mean that portion of a building between the upper surface of any floor, including the basement, and the upper surface of the floor next above, except that the topmost story shall be that portion of a building between the upper surface of the topmost floor and the upper surface of the roof above.

16. **Vertical Openings** shall mean openings through floors for stairways, elevators, conveyors, laundry chutes and pipe shafts, heating and air conditioning shafts and the like for purposes of light and ventilation.

17. **Alteration** as applied to a building or structure, means a change or rearrangement in the structural parts or in the exit facilities; or an enlargement, whether by extending a side or by increasing in height; or the moving from one location or position to another; the term

"alter" in its various moods and tenses and its principal forms, refers to the making of an alteration.

18. **Ambulatory** means a person who, without the aid of another, is at all times during periods of non-emergency physically and mentally capable of walking a normal path to safety, including the ascent and descent of stairs.

19. **Automatic Sprinkler System** means a system employing automatic sprinklers attached to a piping system and connected with a water supply with such system installed in accordance with the applicable provisions of current Pamphlet No. 13, referenced in Appendix B of regulations promulgated by State Fire Marshall governing safety to life from fire.

20. **Flame-Resistant.** A material shall be deemed and approved to be flame-resistant if it will not ignite and allow flames to spread over the surface when exposed to a flame test. Test is to be done by a nationally recognized testing laboratory.

21. **Smoke Detection System** means an approved system, designed to signal the presence of smoke.

OUTLINE OF GENERAL REQUIREMENTS FOR EXISTING AND FOR NEW BUILDINGS HEREIN DEFINED AS CHILD DAY CARE CENTER

GENERAL REQUIREMENTS: (Fire Regulations)

SECTION III

1. Every building or structure used as a Day Care Center shall be so constructed, arranged, equipped, maintained and operated as to avoid undue danger to lives and safety of its occupants from fire, smoke, or resulting panic during the period of time reasonably necessary for escape from the building or structure in case of fire or other emergency. Buildings of other than fire-resistive or protected noncombustible construction shall not be occupied above second floor for any occupancy coming under the scope of these regulations.

2. All changes or alterations to be made in any Day Care Center, whether **new or existing,** shall conform with the applicable provisions of these Regulations.

3. Newly established Child Care programs shall not provide care in basements as defined in Section II, paragraph 4. Care may be provided in basements of existing buildings but only after compliance with the requirements of the following paragraph and with the approval of the State Fire Marshal or his designated authority. S9

4. **Basements used as Day Care Centers** (where permitted). There shall be an adequate number of exits in existing buildings from the basement, and each story used above. At least one of the exits from the basement shall lead directly to the exterior. The heating shall employ central heating systems that are completely enclosed in a one-hour fire-resistant room. This room is to have proper ventilation directly to exterior. The door of this room is to be equipped with an approved self-closing device. Fixed electrical space heaters are permitted to be used.

STAIRWAY ENCLOSURES AND FLOOR CUTOFFS:

SECTION IV

When an exit is required to be protected by separation from other parts of the building by some requirement of these Regulations, the separating construction shall meet the following requirements.

1. The separation shall have at least a one-hour fire resistance rating when the exit connects three (3) stories or less. This applies whether the stories connected are above or below the story at which exit discharge begins.
2. The separation shall have at least a two-hour fire resistance rating when the exit connects four (4) or more stories, whether above or below the floor of discharge. It shall be constructed of noncombustible materials, and shall be supported by construction having at least a two hour fire resistance rating.
3. Any opening therein shall be protected by an approved self-closing fire door.
4. Openings in exit enclosures shall be confined to those necessary for access to the enclosure from normally occupied spaces and for egress from the enclosure.

BUILDING REQUIREMENTS:

SECTION V

1. There shall be a minimum of two (2) approved means of exit, remote from each other as possible, from each floor of every building occupied as a Day Care Center. The traveled distance from a room to an exit shall not exceed one hundred-fifty (150) feet measured along the line of travel from the most remote part of a room. In fully sprinklered buildings or ones having complete smoke coverage the distance may be increased to two hundred (200) feet.
2. Every exit doorway and every principal entrance which is required to serve as an exit, shall be so designed and constructed to be accessible, obvious and identified. Any door in an exit shall be designed and installed so that when pressure is applied to the door, it shall swing in the direction of exiting travel. A door giving access to a stairway shall swing in the direction of exit travel. A stair door during its swing shall not block the stairs or landing.
3. Exit doors shall be so arranged as to be readily opened from the inside at all times when the building is occupied. Exterior exit doors if subject to locking shall be equipped with approved panic hardware.
4. Doors in the path of egress and required exit doors shall be of the widehinge swinging type and at least 36 inches in width. The floor on both sides of an exit door shall be substantially level and have the same elevation on each side of the door for a distance at least equal

to the door width.

Exception: Centers established before promulgation of these regulations shall have a door wide requirement of at least 32 inches.

5. Any aisle or corridor required for exit access in centers shall not be less than four (4) feet in clear and unobstructed width. In centers of new construction any aisle or corridor required for exit access shall not be less than six (6) feet in clear and unobstructed width.
6. Smoking may be permitted only in designated areas. Approved noncombustible ashtrays with self-closing lids shall be used.
7. The premises shall be under continuous, watchful and responsible supervision. Not less than two (2) attendants shall at all times be present in each building occupied or being used by persons coming within the scope of these Regulations. This shall in no way relieve the operator from compliance with more stringent attendance requirements which may be set forth elsewhere in Nebraska laws or Regulations.

ELECTRICAL WIRING, LIGHTING, ARTIFICIAL LIGHTING – SHALL BE RESTRICTED TO THE USE OF ELECTRICITY ONLY:

SECTION VI

The electrical wiring of any Day Care Center shall comply with the standards of the National Electric Code, 1975 edition.

HEATING

SECTION VII

Heating of buildings shall employ central heating systems, or approved installation of fixed electrical space heaters. Portable heaters shall be prohibited.

GENERAL HOUSEKEEPING:

SECTION VIII

1. Discarded furniture, furnishings, or other combustible material shall not be stored or allowed to accumulate in attics, basements, or concealed spaces. Designated storage space shall be provided for equipment that may be necessary to the operation of the Day Care Center.
2. Space under stairways shall not be approved for storage use of flammable or combustible materials.

EQUIPMENT, OPERATIONAL FEATURES, AND DAY CARE CENTER EVACUATION PLAN

SECTION IX

1. Each Day Care Center shall maintain and post in each area at strategic places a written emergency evacuation plan. The plan shall designate persons to be notified in case of fire, location of alarm boxes

and fire extinguishers, evacuation routes, procedures for evacuating children who need help, and assignment of specific duties and responsibilities to personnel.

2. The administrator shall be responsible for conducting drills and rehearsals of emergency evacuation plans monthly.
3. One person on duty shall be assigned the responsibility of taking charge in case of fire or emergency.
4. The administrator shall be responsible for regular inspections of the Day Care Center and its grounds to see that they are safe from fire hazard.
5. The administrator shall have the continuous responsibility to see to the proper upkeep and maintenance of the sprinkler and/or alarm system.
6. Fire Extinguishers: Approved type fire extinguishers shall be provided on each floor, so located that a person will not have to travel more than seventy-five (75) feet from any point in the building to reach the nearest extinguisher. Additional extinguishers of the appropriate type shall be provided at or adjacent to special hazard areas such as kitchens, laundries, and boiler rooms. At least one approved fire extinguisher shall be provided in each story and in the basement, based upon the requirements of one extinguisher for each 2,500 square feet or part thereof per floor. Additional extinguishers may be required where deemed necessary. Fire Extinguishers shall be inspected and recharged after being used or not less than annually.
7. All personnel employed on the premises shall be properly oriented in the use of fire appliances and fire safety procedures by instruction and practical application.
8. Exterior Stairway Used As Exits: All doors opening upon required exterior stairways shall be one and three-fourth (1¾) inch bonded solid core wood, or hollow metal, self-closing, 36 inches wide, shall swing in the direction of exit travel, and shall not be less in width than the stairway upon which they open. Glass in all openings below and within ten (10) feet of exterior stairways shall be one-fourth (¼) inch wire glass.
9. Decorative and Acoustical Material: All combustible decorative and acoustical material used within the building occupied by persons coming within the scope of these Regulations and including all materials in exitways shall be rendered and maintained flame-resistant.

FIRE ALARM SYSTEMS

SECTION X

1. Fire Alarm and Detection Systems

Approved manually operated fire alarm facilities shall be provided in every day care center licensed for the care of thirteen (13) or more children or guests.

In buildings two (2) stories or more in height, when of construction other than fire-resistive, an approved automatic fire detection system shall be provided throughout the building.

Buildings occupied for the purpose of Child Care which operate past the hour of 8:00 p.m. shall make arrangements for approved prompt notification of the public fire service.

Buildings of frame construction exceeding 2,500 square feet on any single floor shall be equipped with an approved fire detection system or sprinkler system throughout.

Every alarm system and its equipment shall be of a standard approved type suitable for the purposes for which they are intended. The following N.F.P.A. standards shall be used to cover the installation details for manual fire alarm systems and automatic detection systems.

No. 71 Central Station Protective Signaling Systems
No. 72-A Local Protective Signaling Systems
No. 72-B Auxiliary Protective Signaling Systems
No. 72-C Remote Station Protective Signaling Systems

Centers are required to comply with the 1974 edition of the above named publications.

Each fire alarm system shall be electrically supervised in such manner that any malfunction of system; such as power failure, short circuits, breaks in wires, or other condition which might prevent or interfere with the operation of the system will be indicated by a distinctive audible and visible trouble signal at the fire alarm control panel, office, or other designated spot.

Every fire alarm system shall be under the supervision of a person or firm approved by the State Fire Marshal who shall cause proper test to be made at ninety day intervals and have charge of all alterations and additions to the systems.

Inspection reports shall be made each ninety days to the office of the State Fire Marshal on forms furnished to the approved inspectors by the State Fire Marshal.

When the extreme case arises that the alarm or detection system shall become inoperative the State Fire Marshal or his designated authority and the alarm company shall be notified immediately.

2. Sprinkler Systems

Each automatic sprinkler system shall be of a standard approved type, so installed and maintained as to provide complete coverage for all portions of the premises protected.

Installation of sprinkler system shall comply to details established in N.F.P.A. Pamphlet 13.

Every sprinkler system shall be under the supervision of a person or firm approved by the State Fire Marshal who shall cause proper test to be made at regular intervals and have general charge of all alterations and additions to the system.

When the extreme case arises that the sprinkler system shall become inoperative the State Fire Marshal or his designated authority and the sprinkler system company shall be notified immediately.

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SANITATION REGULATIONS

For Centers to be licensed for 12 or more children:

A. Facility

1. All rooms shall be clean and dry.

2. Floors

   The floors of all rooms shall be easily cleanable, and shall be kept clean and in good repair.

3. Walls and Ceilings

   Walls and ceilings of all rooms shall be kept clean and in good repair. The walls and ceilings of all rooms in which food is stored or prepared shall be of smooth, easily cleanable construction and finished in a light color. Walls subject to splash shall have a smooth, washable surface. Only non-leaded paint shall be used.

4. Doors and Windows

   When flies or other flying insects are prevalent, all openings into the outer air shall be effectively screened. Doors shall be self-closing, unless other effective means are provided to prevent the entrance of flies.

5. Napping/Sleeping Arrangements

   If the children rest:

   a. Individual cribs, cots or mats are required for each child and shall be suitable to the child's age and level of development. At least three feet of space shall separate the cots or mats. Each crib shall have a waterproof mattress. Mats shall be at least one inch thick, 46 inches long and waterproof.

   b. Children on adjacent cots shall lie so that head and feet alternate.

   Certain other arrangements may be possible if first approved by the environmental health section of the Local or State Health Department having jurisdiction, i.e., refers to cribs vertically or horizontally separated by "mini-walls," etc.

6. Rodent-proof Structure

   a. The building shall be constructed to prevent the entrance and harborage of rodents.

7. Heating

   a. The temperature of rooms where children receive care shall be maintained between 70-75 degre. . Fahrenheit at floor level and heating system shall have this capacity when the outside temperature is at –15 degrees fahrenheit.

   b. An accurate room thermometer shall be available on an inside wall, away from a heater or direct sunlight.

8. Lighting

   a. All rooms shall be adequately lighted a minimum of 20 foot candle power (measurement of illumination).

9. Ventilation

Play areas, kitchen, bathroom and service rooms shall be well ventilated.

10. Toilet Facilities

a. Every facility shall be provided with conveniently located toilet facilities at a ratio of one (1) stool per ten (10) children at two (2) years of age and above.

b. Toilet rooms shall be kept clean, in good repair, well lighted and well ventilated. The toilet room shall be fully enclosed. The toilet shall be of suitable height and equipped to be easily and safely used by children. Doors to toilet room shall be self-closing.

11. Lavatory Facilities

a. Hand-washing facilities shall be provided at a ratio of one (1) sink to every ten (10) children. The sinks shall be readily accessible to each toilet and/or diaper area. Hot and cold running water and soap shall be provided. Water temperature at the lavatory shall not exceed 120 degrees fahrenheit.

b. Single service towels and individual wash cloths, and facilities for storing them, shall be provided. The use of a common towel and wash cloth is prohibited. Sanitary dispensing and disposal units shall be provided for paper towels, and shall be installed at heights convenient for the children's use.

c. The lavatory shall be of suitable height or equipped with a steady platform or steps to be safely used by children.

d. No adult or child shall resume work or play after using the toilet room without first washing his/her hands.

B. Water Supply

The water supply shall be obtained from a source which is properly located, constructed, and operated to protect it from contamination and pollution. Water shall meet current standards set up by the State Department of Health as to bacteriological, chemical and physical tests for purity. Running water under pressure shall be provided.

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1. Adequate water heating facilities shall be provided so that a sufficient amount of hot water for general cleaning as well as washing and sanitizing utensils is available at proper temperatures. Each hot water storage tank shall be provided with a pressure and temperature relief valve.

2. Drinking Facilities

a. Drinking water meeting sanitation regulations under Section B, Water Supply, shall be provided by sanitary drinking fountains or individual cups. The use of common drinking containers is prohibited.

b. Sanitary dispensing and disposal units shall be provided for paper cups.

c. Drinking fountains used by children shall have a mouth guard with water issuing under sufficient pressure.

3. Plumbing, Back Siphonage

   a. No plumbing fixture or other device which provides a connection between a drinking water supply and a drainage, soil, waste or other sewer pipe so as to make possible the back flow of sewage or waste water into the portable water supply system, shall be installed or be permitted to remain installed. Water which has been used for cooling or for any other purpose shall not be returned to the system.

   b. All plumbing shall conform to the local plumbing code. Where no plumbing code is in effect, plumbing shall conform to the national plumbing code USA A 40.8–1955.

   c. Sewage Disposal

      1. Sewage and all liquid wastes shall be properly discharged into a municipal sewerage system where such system is available. If it is not available, the sewage shall be collected, treated and disposed of in an independent sewage system which complies with the practice recommended by local ordinances; but where local ordinances do not exist, sewage disposal systems for individual premises shall comply with recommendations of the State Department of Health.

   d. Garbage and Refuse Storage and Disposal

      1. All garbage and refuse shall be collected, stored, and disposed of in a manner which will not create a nuisance, provide a breeding place for flies, or provide food or harborage for rodents.
      2. All containers for garbage and refuse shall be watertight, have tight fitting covers, and shall be fly and rodent proof. Garbage containers shall be kept clean.

   e. Storage.

      1. A locked cabinet shall be provided solely for drugs.
      2. A separate locked cabinet shall be provided for insecticides and any poisons. Cleaning, polishing and sanitizing agents shall be kept separated from food items and not accessible to children.
      3. Covered water-proof containers shall be provided for storing wet, soiled clothing. Other soiled clothing shall be stored in a covered container provided for that purpose.
      4. Clean and adequate storage shall be provided for all personal items of children. This storage shall not be in the same storage area where food or medication is kept.
      5. If combs, brushes, and toothbrushes are provided, they shall be distinctly marked for individual use.
      6. Fire arms, ammunition and other potentially hazardous equip-

ment shall be kept in locked cabinets.

7. First aid supplies shall be available.

f. Grounds

1. The grounds shall be kept neat and clean and shall be free from rodent harborages and accident hazards. The grounds should be properly sloped or drained to prevent stagnant water collection.
2. The outdoor play area shall be fenced. There shall be no barnyard animals or fowl inside the fenced area. Pets, if present shall be physically controlled or restrained.
3. Accident hazards such as flammable materials, deep pools, farm and lawn equipment shall be made inaccessible. Potential accident hazards such as uncovered wells, broken glass, boards containing nails, and other debris shall be eliminated. Drainage ditches shall be outside the fences.
4. All of the play area shall be under the supervision of staff.

g. Food

The standards governing food service sanitation are found in Part V of the "Food Service Sanitation Manual,"* 1962, Recommendations of the U.S. Public Health Service.

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*(This is available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Current price is $1.35. Your local or State Health Department will supply consultation and guidance upon request).

SANITATION REGULATIONS

For centers to be licensed for 11 or fewer children in a residence:

A. Facility

1. All rooms shall be clean and dry.

2. Floors:

   The floors of all rooms shall be easily cleanable, and shall be kept clean and in good repair.

   Carpeting:

   a. The carpeting of floors is prohibited in the food preparation area.
   b. Bathroom carpeting shall be removable for washing.
   c. Shag carpeting is prohibited in the bathroom.

3. Walls and Ceilings:

   Walls and ceilings of all rooms shall be kept clean and in good repair. The walls and ceilings of all rooms in which food is stored or prepared shall be smooth, of easily cleanable construction, and finished in a light color. Walls subject to splash shall have a smooth, washable surface. Only non-leaded paint shall be used.

4. Doors and Windows:

   When flies or other flying insects are prevalent, all openings into the outer air shall be effectively screened. Doors shall be self-closing unless other effective means are provided to prevent the entrance of flies. If there are two doors which open to the outside, one of the doors shall be self-closing.

5. Napping/Sleeping Arrangements:

   a. Individual cribs, cots, or mats are required for each child and shall be suitable to the child's age and level of development. Two siblings may share a double bed. At least 3 feet of space shall separate the cots or mats. Each crib shall have a waterproof matress. Mats shall be at least 1 inch thick, 46 inches long, and waterproof.
   b. Children on adjacent cots shall lie so that head and feet alternate.
   c. Certain other arrangements may be possible if first approved by the Environmental Health Section of the Local or State Health Department having jurisdiction, i.e., refers to cribs vertically or horizontally separated by "mini-walls", etc.

6. Rodent-proof Structure:

   The building shall be constructed to prevent the entrance and harborage of rodents, and walls and floors should be in good repair.

7. Heating:

   The temperature of rooms where children receive care shall be maintained between 68 and 72 degrees Farenheit at floor level, and the heating system shall have this capacity when the outside temperature is at -15 degrees Farenheit.

8. Lighting:

   All rooms shall be adequately lighted with a minimum of 20 foot candle power (measurement of illumination).

9. Ventilation:

   Play areas, kitchen, bathroom, and service room shall be well ventilated.

10. Toilet Facilities:

    a. Every facility shall be provided with conveniently located toilet facilities at a ratio of one (1) stool per eleven (11) children at two (2) years of age and above.
    b. Toilet room shall be kept clean, in good repair, well lighted, and well ventilated. The toilet room shall be fully enclosed. The toilet shall be of suitable height and equipped to be easily and safely used by children. Doors to the toilet room shall be self-closing if the bathroom opens directly into the food preparation area.

11. Lavatory Facilities:

    a. Hand-washing facilities shall be provided at a ratio of one (1) sink to every eleven (11) children. The sinks shall be readily accessible to each toilet and/or diapering area. Hot and cold running water and soap shall be provided.

    b. Single service towels, individual washcloths, and facilities for storing them shall be provided. The use of a common towel and washcloth is prohibited. Sanitary dispensing and disposal units shall be provided for paper towels, and they shall be installed at heights convienent for the children's use.
    c. The lavatory shall be of suitable height or equipped with a steady platform or steps to be used safely by the children.
    d. No adult or child shall resume work or play after using the toilet room without first washing his/her hands.

B. Water Supply

The water supply shall be obtained from a source which is properly located, constructed, and operated to protect it from contamination and pollution. Water shall meet current standards set up by the State Department of Health as to bacteriological, chemical, and physical tests for purity. Running water under pressure shall be provided.

1. Adequate water heating facilities shall be provided so that sufficient amounts of hot water for general cleaning as well as washing and sanitizing utensils is available at proper temperatures. Each hot water storage tank shall be provided with a pressure and temperature relief valve.

2. Drinking Facilities:
    a. Drinking water meeting sanitation regulations under Section P, Water Supply, shall be provided by sanitary drinking fountains or individual cups. The use of common drinking containers is prohibited.
    b. Sanitary dispensing and disposal units shall be provided for paper cups.
    c. Drinking fountains used by children shall have a mouth guard with water issuing under sufficient pressure.
3. Plumbing, Back Syphonage:
    a. No plumbing fixture or other device which provides a connection between a drinking water supply and a drainage, soil, waste, or other sewer pipe so as to make possible the back flow of sewage or waste water into the potable water supply system, shall be installed or permitted to remain installed. Water which has been used for cooling for any purpose shall not be returned to the system.
    b. All plumbing shall conform to local plumbing codes. Where no plumbing code is in effect, plumbing shall conform to the National Plumbing Code USA A40.8-1955.
    c. Sewage Disposal:
        1. Sewage and all liquid waste shall be properly discharged in a municipal sewage system where such system is available. If it is not available, the sewage shall be collected, treated, and disposed of in an independent sewage system which complies with the practice recommended by local ordinances; but where local ordinances do not exist, sewage disposal systems for individual premises shall comply with the recommendations of the State Department of Health.
    d. Garbage and Refuse Storage and Disposal:
        1. All garbage and refuse shall be collected, stored, and disposed of in a manner which will not create a nuisance, provide a breeding place for flies, or provide food or harborage of rodents. The burning of garbage is prohibited, but paper products may be disposed of by burning.
        2. All containers for garbage and refuse shall be watertight, have tight fitting covers, and shall be fly and rodent proof. Garbage containers shall be kept clean.
    e. Storage:
        1. A locked cabinet shall be provided solely for drugs. Child-proof latches shall not be acceptable as a lock.
        2. A separate locked cabinet shall be provided for insecticides and other poisons. A poison is defined as anything which the label of the container states is harmful to children. Cleaning, polishing,

and sanitizing agents shall be kept separated from food items and not accessible to the children.

3. Covered waterproof containers shall be provided for storing wet, soiled clothing. Other soiled clothing shall be stored in a covered container provided for that purpose.
4. Clean and adequate storage shall be provided for all personal items of children. This storage shall not be in the same storage area where food or medication is kept.
5. If combs, brushes, and toothbrushes are provided, they shall be distinctly marked for individual use.
6. Firearms, ammunition, and other potentially hazardous equipment shall be kept in locked cabinets.
7. First aid supplies shall be available.

f. Grounds:

1. The grounds shall be kept neat and clean and shall be free from rodent harborages and accident hazards. The grounds shall be properly sloped or drained to prevent stagnant water collection.
2. The outdoor play area shall be fenced. There shall be no barnyard animals or fowl inside the fenced area. Pets, if present, shall be physically controlled or restrained.
3. Accident hazards such as flammable materials, deep pools, and farm and lawn equipment shall be made inaccessible. Potential hazards such as uncovered wells, broken glass, boards containing nails, and other debris shall be eliminated. Drainage ditches shall be outside the fences.
4. All of the play area shall be under the supervision of staff.

g. Food:

1. The standards governing food service sanitation are found in Part V of the "Food Service Sanitation Manual"[*] 1962, Recommendations of the U.S. Public Health Service.

[*] (This is available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Current price is $1.35. Your local or State Health Department will supply consultation and guidance upon request.)

CRITERIA FOR THE APPROVAL OF NON PUBLIC PRESCHOOL AND DAY CARE FACILITIES FOR SPECIAL EDUCATION CONTRACTING

Introduction: This set of criteria has been developed to aid local school districts in identifying quality private early childhood programs with which they may wish to enter into contractual agreements for the provision of prekindergarten special education services.

AUTHORITY

These criteria are approved pursuant to Nebraska Department of Education Rule 54 (3) (iii);

> *Non-Public preschool and day care facilities may be used for placement of eligible handicapped prekindergarten children provided that:*
>
> *(a) The private preschool and day care facilities shall be approved under the Minimum Standards for Licensing Day Care Centers Caring for Children administered by the Division of Social Services of the Department of Public Welfare;*
>
> *(b) The services provided within such non-public settings shall conform to the requirements of Rule 54-(6) Least Restrictive Environment;*
>
> *(c) Supervision shall be provided by personnel qualified under Rule 54, (8) (a), (b), and/or (g) if the non-public settings do not employ qualified personnel;*
>
> *(d) In the case of programs sponsored by religious organizations, costs of sectarian instruction shall not be included in the charges for service; and*
>
> *(d) The school district of residence assures that the non-public preschool or day care facility fulfills the Criteria for the Approval of Non-Public Preschool and Day Care Facilities for Special Education Contracting which shall be reviewed and approved annually by the State Board of Education.*

DEFINITIONS

(a) As used in criteria:

1.01 (i) Early childhood center shall mean any program which offers child development services to children below school age. Such settings may be known as preschools, nursery schools, day care centers, family day care, or college laboratory programs.

1.02 (ii) Administrative Staff shall refer to the Center Director, who shall be responsible for the following:

(A) Daily direct management of center operation;

(B) Compliance with all required standards;

(C) Financial decision making within limits of available resources;

(D) Staffing decisions; and

(E) Record keeping.

1.03 (iii) Teacher shall mean the person or persons primarily responsible for the direct instruction of children. The teacher shall be responsible for the following:

(A) Curriculum planning;

(B) Providing for individual needs of children; and

(C) Communication with parents.

1.04 (iv) Teaching Assistant shall mean the person or persons who assist the teacher in carrying out the activities within the center under the direction of the teacher.

1.05 (V) Supervision shall refer to that relationship specified in NDE Rule 54 (8) (d). The nature and scope of the supervisory relationship shall be documented in the records of the school district and the early childhood program.

PROCEDURES

2.01 (a) Public school districts desiring to utilize non-public early childhood programs for placement of eligible prekindergarten handicapped children shall:

- (i) Annually conduct an onsite review of the center's compliance to the criteria specified herein;
- (ii) Annually submit a report of such compliance to the Department of Education on forms supplied by the Special Education Branch; and
- (iii) Annually submit copies of the following documents to the Department of education:
  - (A) A current day care license issued by the Division of Social Services of the Department of Public Welfare;
  - (B) A list of the qualified personnel providing supervision under NDE Rule 54 (3) (c) (iii) (C); and
  - (C) An application for rate approval on forms supplied by the Special Education Branch.

2.02 (b) The Special Education Branch shall acknowledge receipt of the documents specified in 2.01 within ten days. The school district may then proceed with tentative placement subject to approval by the State Board of Education.

2.03 (c) Early childhood programs exceeding 2 deviations from the Criteria (3.01-6.07) shall not be approved for placement of eligible prekindergarten handicapped children. Criteria followed by an asterisk (*) are required and may not be counted within the allowable number of deviations.

2.04 (d) School districts may apply for a waiver of 2.03 in circumstances where no other placement is available. Such application for waiver must contain specific actions to be undertaken by the school district and the early childhood program to remedy the deviations.

2.05 (e) Should a school district elect to contract with another public agency to provide service to prekindergarten handicapped children (such as Educational Service Units, Office of Mental Retardation or Head Start) and such agency subcontracts with a private early childhood center, the agency must apply these Criteria in the manner prescribed in 2.01.

2.06 (f) If a school district has carried out the procedures indicated in 2.01-2.05 above regarding approval of a particular early childhood program and another school district also wishes to contract with the same center, the approval process need not be repeated. Each such school district wishing to contract with an early childhood center may contact the Special Education Branch to ascertain the approval status of the center.

2.07 (g) Early childhood programs approved under NDE Rule 14 shall be exempt from these criteria. School districts wishing to contract with such programs need only to secure rate approval and guarantee that the program meets the requirements of NDE Rule 54.

THE EARLY CHILDHOOD PROGRAM

Introduction: The quality of the environment in an early childhood center is critical to the development of the young child. Although programs may be classified as one or more of several types, such as day care, preschool, nursery school, Head Start, etc., all programs share common goals of maximizing the potential of the children served. Programs should provide environments containing both people and material resources which permit the child to interact at his or her own level of functioning. The program should be organized to allow children to work at different levels for different periods of time at different activities. A variety of materials should be available and carefully arranged to encourage self direction in learning. Experiences should be organized so that children can begin to understand relationships among various modes and areas of inquiry.

Goals may vary somewhat from program to program; however, the general purposes of all learning experiences should center around helping each child:

1) To have a positive self concept;
2) To be healthy and physically coordinated;
3) To begin to relate to other children and adults;
4) To deal with his or her emotions;
5) To expand his or her concepts and ideas about the world;
6) To use language to communicate with others;
7) To express ideas in many ways; and
8) To be curious and have a desire to learn.

ADMINISTRATION

3.01 (a) The program of the early childhood center shall be based on a written statement of purposes and/or goals developed by the center and approved by the governing board if applicable. This document shall be on file in each center.

3.02 (b) The center shall develop and annually update a written set of policies based upon the statement of purposes and/or goals. This document shall be on file in each center.

3.03 (c) The center shall have on file a schedule that is representative of a week's activities.

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3.04 (a) The center shall maintain personnel records for each staff member including:

- (i) Written job description;
- (ii) Resume of training and experience; and
- (iii) Relevant health records.

3.05 (b) The center shall maintain individual files on each child currently enrolled including:

- (i) Name;
- (ii) Birthdate;
- (iii) Address;
- (iv) Name of person(s) to be contacted in an emergency;
- (v) Record of immunizations;
- (vi) Relevant health data (e.g. allergies); and
- (vii) Records of participation in activities and growth in all areas of development.

3.06 (c) A current day care license issued by the Division of Social Services of the Department of Welfare shall be displayed.*

3.07 (d) All vehicles used in transporting children shall be inspected at least semi-annually according to state inspection criteria.*

3.08 (e) All vehicles used in transporting children shall be equipped with sufficient safety restraints for each child.*

3.09 (f) The center shall maintain liability insurance.*

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THE LEARNING ENVIRONMENT

4.01 (a) The center shall provide age appropriate program activities and experiences for sensorimotor development, gross motor development, fine motor development, social development, emotional development, language development, and intellectual development. Plans for these activities and experiences must be written and available to parents and supervisory personnel.

4.02 (b) The indoor space of the center shall be organized into adequately equipped interest areas that are well enough defined and equipped for children to recognize. At least six of the following shall be present in programs serving through four year olds:

(i) Dramatic play/housekeeping area;

(ii) Table activities/manipulative play area;

(iii) Block building area including large hollow and/or unit blocks;

(iv) Woodworking area;

(v) Science area;

(vi) Arts and crafts area;

(vii) Library and listening area;

(viii) Music area; or

(ix) Large muscle activity area.

4.03 (c) The indoor space of the center, including furniture, equipment, and materials shall be arranged to facilitate learning and to allow children to gain a sense of security and to encourage children to be self-reliant. The following indicators of such organization shall be present:

(i) Personal storage for each child;

(ii) At least 35 square feet of floor space available for each child;

(iii) A variety of choices for the children's selection of activities;

(iv) Areas for noisy activities separated from quiet work/play areas;

(v) Spaces for materials and equipment well defined (e.g. use of labels, sorting containers, special shelves, etc);

(vi) Places to use materials near where they are displayed or to be stored; and

(vii) Children's art work displayed at the child's eye level. For infants mobiles and other visual stimuli should be placed or presented at appropriate distances.

4.04 (d) The materials, equipment and activities of the center shall be geared to the age and developmental needs of the children. The following indicators of the consideration of developmental needs shall be present:

(i) Use of infant or child-sized furniture;

(ii) Manipulative materials reflect differing levels of difficulty from simple to more complex;

(iii) Sensorimotor experiences for infants and concrete materials rather than paper and pencil activities for older preschool children are emphasized;

(iv) At least half of the daily schedule is available for children to select individual activities or to allow freedom for movement and exploration; and

(v) For older preschool children, direct teacher instruction to large groups is minimized. (Structured group activities of any sort are inappropriate for infants.)

4.05 (e) The daily program shall be planned to provide a variety of activities to meet the needs and interests of the children. Daily programs for infants should be geared to meet individual routines for such things as feeding, play, and resting. The following indicators of such planning shall be present through observation or in the written schedule of the center:

(i) Active and quiet play;

(ii) Indoor and outdoor play;

(iii) Group and/or individual play;

(iv) Snacks (and meals, if applicable);

(v) Rest time (if program exceeds three hours per day);

(vi) Toileting and washing.

(vii) Trips and excursions; special activities; and

(viii) A balance of teacher directed and child initiated activities.

4.06 (f) A fenced outdoor play area which provides at least 100 square feet of surface per child and is adequately equipped shall be available. The following indicators of the adequacy of the outdoor play area shall be present:

(i) Wheel toys such as tricycles and wagons are available;

(ii) The area contains hard and soft surfaces;

(iii) Equipment for climbing and balancing activities is present;

(iv) A sand area is provided equipped with materials for digging, measuring and mixing;

(v) A source of water is available; and

(vi) Indoor materials are moved outdoors as appropriate;

4.07 The nutrition program shall support overall program goals, including socialization, sharing, communication, decision-making, muscle control, and eye-hand coordination. Snacks (and meals, if applicable) shall provide opportunities for children to learn self-feeding skills, basic nutrition, cultural/ethnic food practices, and to participate in food purchase, preparation and service. The following indicators of an adequate nutrition program shall be present:

(i) Family style food service;

(ii) Snacks or meals served to small groups;

(iii) Inclusion of cooking activities in the weekly schedule; and

(iv) Food is not used as punishment or reward.

PROGRAM STAFF

5.01 (a) In the event that staff qualified under NDE Rule 54 (8) are not available within the early childhood center, the following **minimally qualified** staff must be employed by such center:

5.02 (i) Each center shall employ at least one teacher. Such teacher(s) shall have the following minimum qualifications:

(A) Associate of Arts degree in Early Childhood Education and/or Child Development, or

(B) High school diploma and 225 contact hours (15 credit hours) of training in child development and two years teaching experience with young children, or

(C) Bachelor's degree and two years teaching experience with young children.*

5.03 (ii) Teaching assistants shall have the following minimum qualifications:

(A) High school diploma; or

(B) Experience with young children (baby sitting, church school teaching, child-rearing, etc.)*

5.04 (iii) Centers employing five or more teaching staff shall employ a Center Director on at least a half-time basis. The Center Director shall have the following minimum qualifications:

(A) Bachelors degree in Early Childhood Education or Child Development; or

(B) Associate of Arts degree in Early Childhood Education or Child Development, and two years teaching experience with preschool children; or

(C) Bachelor's degree and 225 contact hours (15 credit hours) of training in Early Childhood Education and/or Child Development.

5.05 (b) In Centers employing fewer than five staff, administrative duties shall be assigned to one or more of the teachers.

5.06 (c) Other staff may be provided as needed to meet the goals of the center.

5.07 (d) Each staff member shall participate in at least 24 contact hours of inservice activities each year.

5.08 (e) Each center shall subscribe to at least one professional journal in the field of Early Childhood Education.

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5.09 (i) Adult/child ratios as specified in the Minimum Standards for Licensing Day Care Centers caring for Children (Department of Public Welfare) shall be maintained.*

PARENT INVOLVEMENT

6.01 (a) There shall be an available, written program explaining the parent involvement for the program. This shall be provided to parents at time of initial enrollment.

6.02 (b) There shall be parent orientation to the program before the child is enrolled, including a personal interview and explanation of what the program offers. A meeting shall be held to determine desired extent of family involvement in the child's program.

6.03 (c) There shall be opportunities for continuous parent involvement. The following indicators of parent involvement shall be present:

(i) Direct parent involvement in review of child's progress;

(ii) Direct participation in program planning for the child;

(iii) Participation in the center activities;

(iv) Participation in parent groups;

(v) Provision made for parents' access to resource libraries, films and any other special materials;

(vi) Provisions for home visits by staff; and

(vii) Access to staff at all times during center hours.

6.04 (d) The program shall use a written form to obtain parental consent for the release of any information regarding the child.

6.05 (e) The program shall maintain a current directory of community services available to children and families.

6.06 (f) The program shall provide assistance to the family, when requested, by referring them to any needed supportive services (for example, transportation, homemaking services, referral agencies, crisis child care, etc.)

6.07 (g) If the program is governed by a Board of Directors the program shall provide for parent involvement in center policy making by inclusion of parents on its Advisory Board and/or Board of Directors.

		YES	NO	NOT APPLICABLE (Provide Justification)
ADMINISTRATION				
3.01	Goal statement on file			
3.02	Policies on file			
3.03	Weekly schedule on file			
3.04	Personnel records complete			
3.05	Child records complete			
*3.06	Day care license displayed			
*3.07	Semi-annual inspection of vehicles			
*3.08	Safety restraints in vehicles			
*3.09	Evidence of liability insurance			
LEARNING ENVIRONMENT				
4.01	Age appropriate activities documented			
4.02	Interest areas present			
4.03	Furniture, equipment and materials			
4.04	Developmental materials and activities			
4.05	Planning of daily program			
4.06	Outdoor area			
4.07	Nutrition program			
STAFF				
5.01	Staff qualified under NDE Rule 54 (8)			
*5.02	Qualified teacher(s)			
*5.03	Qualified teaching assistant(s)			
5.04	Center director employed			
5.05	Assignment of administrative duties			

		YES	NO	NOT APPLICABLE (PROVIDE JUSTIFICA[illegible]N)
5.06	Additional staff employed	___	___	______________________
5.07	Inservice provided	___	___	______________________
5.08	Subscription to professional journal	___	___	______________________
*5.09	Adult/child ratios maintained	___	___	______________________

PARENT INVOLVEMENT

6.01	Parent involvement documented and available	___	___	______________________
6.02	Parent orientation	___	___	______________________
6.03	Continuous parent involvement	___	___	______________________
6.04	Parental consent	___	___	______________________
6.05	Directory of community services available	___	___	______________________
6.06	Referral assistance provided	___	___	______________________
6.07	Parents included on governing board	___	___	______________________

APPENDIX F

SPECIAL EDUCATION/SERVICES for CRIPPLED CHILDREN

COOPERATIVE PROJECTS

Nebraska Department of Education
Mailing Address Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471 2295

November 19, 1979

MEMORANDUM

TO: Gary Sherman

FROM: Jan Thelen
Martha Plotkin

In the past couple of months because of the relationship which has developed between Special Education and Services for Crippled Children, Rosemary Machacek's role has been broadened.

She has been involved with various projects with Special Education staff members, with the approval of Services for Crippled Children. Some of these projects are:

1. Discussion with Social Services, Department of Public Welfare, regarding standards for day care licensing.
2. Discussion regarding the Preschool Incentive Grant (PIG).
3. Background information for the Task Force regarding Hastings Regional Center from the parents of some of these children.
4. Coordination of the Parent Resource Library with appropriate Cozad Diagnostic Center staff.
5. Responsibility for coordination of the ToyBrary with appropriate Cozad Diagnostic Center staff.

These efforts should prove beneficial to both Special Education and Services for Crippled Children.

If you would like to discuss any of these responsibilities and their effect on Special Education programs, we would be glad to meet with you at your convenience.

Anne Campbell
Commissioner
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

State Board of Education

Walter M. Thompson
President
Oakland, Nebraska 68045
Phone: (402) 685 5979

Margaret Lockwood
Vice-President
1500 Gentry Boulevard
Gering, Nebraska 69341
Phone: (308) 436 4337

Frank E. Landis
608 Lincoln Building
Lincoln, Nebraska 68508
Phone: (402) 474 3513

James Monahan
623 Service Life Building
Omaha, Nebraska 68102
Phone: (402) 346 1700

Don H. Lienemann
731 South Jackson Street
Papillion, Nebraska 68046
Phone: (402) 339 3301

Dorothy Creigh
1650 North Elm Avenue
Hastings, Nebraska 68901
Phone: (402) 462 5262

Arlene E. Hart
Route 2
Sargent, Nebraska 68874
Business: (308) 527-4119
Home: (308) 527 3653

William C. Ramsey
6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551 0426

an equal opportunity agency

APPENDIX G

STATE EDUCATION TRAINING SERIES (SETS)

SETS

An Inservice Training Program For Educators and Parents

FEB. 15, 1869.

1979 FALL SITES SCHEDULE

The State Education Training Series (SETS) is sponsored by the Nebraska State Department of Education, Special Education Section, under Title VI-D training funds, in cooperation with the Nebraska Consortium of Teacher Trainers in Special Education, and conducted with the University of Nebraska–Lincoln, Division of Continuing Studies.

INSERVICE TRAINING FOR EDUCATORS AND PARENTS

SETS

SITES FOR FALL SEMESTER 1979

WHAT: A competency based training program consisting of a series of workshops conducted at schools and agencies in Nebraska.

FOR: Regular Classroom Teachers, Administrators, Special Education Teachers, Support Personnel, Paraprofessionals, Volunteers and Parents.

HOW: Workshops may be taken for credit or at no cost for professional growth.

WHERE:

Workshops Offered for CREDIT OR PROFESSIONAL GROWTH

Ainsworth
Hastings
North Platte
Scottsbluff
Spencer

Workshops Offered for PROFESSIONAL GROWTH ONLY

Battle Creek
Bradshaw
Chadron
Geneva
Grand Island
Hastings
Henderson
Lyons
Milligan
North Platte
Pender
Stella

WHEN: See specific sites.

ENROLLMENT: Enrollment is required whether you attend for professional growth or credit in order to provide adequate space and materials. Use the attached enrollment form.

Complete form and return to:

Cynthia Brill
Division of Continuing Studies
513 Nebraska Hall
University of Nebraska–Lincoln
Lincoln, NE 68588

Workshops are limited to 35 p[illegible]pants. You will be contacted **ONLY** if a session you are enrolled for is cancelled or full.

Credit participants will complete University of Nebraska–Lincoln registration forms on site.

- -

Name ________________________ Home Phone ______________

Street Address ______________________________________

City ________________________ State __________ Zip ______

School ______________________ Position ________________

Enroll me for the following Institute(s):

COMPONENT NO. AND TITLE	**DATE**	**LOCATION**

Check One: ☐ Professional Growth ☐ Credit

General Information

The State Education Training Series (SETS) is designed to meet the inservice needs of school districts, agencies, and other groups and is appropriate for all school personnel, parents and others who have an interest in and responsibility for children with special needs. SETS workshops are scheduled each semester and may be requested by any school or agency.

Each workshop is offered either for Professional Growth Only or for Credit and Professional Growth. Professional growth only components are one-day 6-hour training sessions. These are usually provided on a teacher "release day", most often on Fridays. Components offered for credit or professional growth consist of 10 hours of training. These are usually provided on a Friday evening and all day Saturday, but other arrangements can be made.

All SETS training is competency based and instructors are responsible for addressing specific competencies. Six hour professional growth only components cover fewer competencies and less material than 10 hour credit or professional growth components.

University of Nebraska–Lincoln credit is available at those workshops designated as having the credit option. In this case, regular University tuition is charged to the participant.

Further information about SETS training can be obtained from:

Cynthia Brill, SETS Secretary
Division of Continuing Studies
513 Nebraska Hall
University of Nebraska–Lincoln
Lincoln, NE 68588
(402) 472-1474

Dr. Donna Aksamit, SETS Administrator
Special Education Department
204 Barkley Center
University of Nebraska–Lincoln
Lincoln, NE 68583
(402) 472-3955

Credit Information

The following information concerns those workshops designated as having the credit option where the number of contact hours comply with University of Nebraska–Lincoln requirements for credit.

Registration for two 10 hour components = one credit hour ($28.00)
Registration for four 10 hour components = two credit hours ($56.00)
Registration for five 10 hour components = three credit hours ($84.00)
(Cost per credit hour is subject to change by action of the University of Nebraska Board of Regents.)

In order to receive credit, ATTENDANCE for the duration of the training components and ACHIEVEMENT of the stated competencies is REQUIRED. (No special requests, please).

Work to acquire 1, 2 or 3 hours credit MUST BE COMPLETED DURING ONE ACADEMIC YEAR (September through May).

An additional project for each component is required for graduate credit.

Credit may be applied toward Special Education certification.

Credit may be applied toward a degree program at the University of Nebraska–Lincoln. Participants are responsible for determining their student status and for completion of all necessary registration and college entrance requirements.

A maximum of 9 hours of SETS credit can be applied to any UNL degree program.

It is absolutely essential that participants contact their advisors or departments to determine if SETS content can be applied to their specific degree program.

Participants interested in credit transfer from the University of Nebraska–Lincoln are responsible for determining the transfer policy of their respective college.

Transfer of credit must originate from home institutions. Please check on transfer possibilities prior to SETS enrollment.

PLEASE NOTE:

STUDENTS MUST COMPLETE TWO 10 HOUR COMPONENTS TO EARN 1 HOUR OF CREDIT.
STUDENTS MUST COMPLETE FOUR 10 HOUR COMPONENTS TO EARN 2 HOURS OF CREDIT.
STUDENTS MUST COMPLETE FIVE 10 HOUR COMPONENTS TO EARN 3 HOURS OF CREDIT.

Following are the names of the College/University Consortium of Teacher Trainers in Special Education. These individuals may be contacted regarding the credit transfer policy of their college/university.

College of Saint Mary
  Sr. Monica Marie Reichmuth RSM
Concordia Teachers College
  Ms. Judy Preuss
Creighton University
  Mrs. Marge Hartnett
Doane College
  Dr. Richard Dudley

Hastings College
  Ms. Jan Watkins
Midland Lutheran College
  Mrs. Vernie Erickson
Nebraska Wesleyan University
  Ms. Betty Grassmeyer
University of Nebraska–Lincoln
  Dr. Dewaine Alcorn
University of Nebraska at Omaha
  Dr. Aaron Armfield

Chadron State College
  Dr. Joyce Ritter
Kearney State College
  Dr. Larry Bettermann
Peru State College
  Dr. Esther Divney
Wayne State College
  Dr. Lyle Skov

Important Information

Due to the revision of some existing SETS components and the development of new components, the SETS REQUEST FORM is not included in this flyer. Information concerning available SETS training and a request form will be mailed in October 1979. Please watch for the October flyer if you are interested in training for Spring 1980.

Changes in SETS Funding

In the past, SETS has been provided to schools and agencies free of charge. Due to funding changes it has become NECESSARY TO REQUIRE SOME FINANCIAL SUPPORT FROM SCHOOLS OR AGENCIES WHO REQUEST SETS TRAINING. BEGINNING SECOND SEMESTER 1979-1980 SETS WILL ASSESS REQUESTING SCHOOLS/AGENCIES AS FOLLOWS:

SIX (6) HOUR PROFESSIONAL GROWTH ONLY WORKSHOP = $200
TEN (10) HOUR CREDIT OR PROFESSIONAL GROWTH WORKSHOP = $250

You may want to consider a cooperative arrangement with other schools or agencies in order to share expenses of the workshops. This would be especially appropriate if you have a small faculty and/or if you are interested in credit workshops.

NOTE: Inservice training is an allowable item in your Special Education Plans and Budgets. Please consider including in your budget an appropriate amount for inservice. You can then contract with SETS, or other providers, for training which will be reimbursed at the same level as all other Special Education Budget categories.

UNL does not discriminate in its academic, admissions, or employment programs and abides by all federal regulations pertaining to same.

SETS Offered for Credit or Professional Growth

The following components are available for credit but may also be taken for professional growth or personal enrichment.

AINSWORTH

Ainsworth Public School
Library
520 E. 2nd

October 19-20
Friday 6:00-9:00
Saturday 8:00-4:00

Component 31 **Developing a Learning Relationship**
Ken Hill, Instructor

Competencies:
1. Identify and describe characteristics of an effective learning relationship.
2. Identify and demonstrate effective teacher responses.
3. Identify and describe three phases of learning.
4. Identify and describe four teacher helping skills needed to guide learning.

October 26-27
Friday 6:00-9:00
Saturday 8:00-4:00

Component 34 **Developing Teacher Skills to Personalize the Learning Experience**
Rogene Klein, Instructor

Competencies:
1. Define "personalize" as a teaching skill.
2. Describe and demonstrate the development of an additional understanding response.
3. Describe and demonstrate personalizing meaning.
4. Describe and demonstrate personalizing the problem.
5. Describe and demonstrate personalizing feeling.
6. Describe and demonstrate alternatives to additive responses.

Ainsworth (continued)

November 30–December 1
Friday 6:00–9:00
Saturday 8:00–4:00

Component 17 **Behavior Modification Principles and Practices**
Merry Naviaux, Instructor

Competencies:

1. Develop one strategy to collect borderline data.
2. Select and utilize positive and negative reinforcers.
3. Develop examples indicating the use of consistency in providing reinforcement.
4. Develop strategies for modeling, shaping, using cues, and extinction.
5. Determine appropriate schedules for reinforcement.

December 7–8
Friday 6:00–9:00
Saturday 8:00–4:00

Component 1 **Characteristics of Learning Disabilities**
Marilyn Scheffler, Instructor

Competencies:

1. Demonstrate an understanding of common definitions of learning disabilities.
2. Demonstrate an understanding of the etiology of learning disabilities.
3. Describe symptoms and/or behavioral characteristics of children with learning disabilities.
4. Differentiate between children with learning disabilities and those whose learning problems are a result of other factors.
5. Demonstrate a knowledge of current problems of labeling.

December 14–15 Friday 6:00–9:00 Saturday 8:00–4:00	Component 2 **Formal and Informal Assessment Techniques of Students with Learning Disabilities** Stan Vasa, Instructor

Competencies:

1. Describe a system for identification and verification of learning disabilities.
2. Describe uses, misuses, and limitations of formal tests.
3. Define and describe advantages of informal assessments.
4. Define and discuss ways to use assessment data in programming for students.

HASTINGS

Hastings Junior High School
Library
505 N. Hastings Ave.

November 30–December 1
Friday 6:00–9:00
Saturday 8:00–4:00

Component 26 **Assessment Techniques for Secondary Students**
Norm Smith, Instructor

Competencies:

1. Identify tools/instruments used to screen, identify, and place secondary school handicapped students.
2. List the characteristics and student behaviors associated with related handicapping conditions.
3. Describe techniques of observing and reporting student behaviors.
4. Develop criterion-referenced recording techniques for management of instruction with handicapped adolescents.

December 7–8
Friday 6:00–9:00
Saturday 8:00–4:00

Component 27 **Developing and Adapting Curriculum for Secondary Students**
Norm Smith, Instructor

Competencies:

1. Describe and demonstrate a process for determining the readability level of instructional materials.
2. Describe strategies for the systematic analyis of learner requirements.
3. Identify modes of teacher presentation of instruction to complement the student's individual learning approach.
4. Identify alternative strategies for instructing handicapped learners.

NORTH PLATTE

Washington Elementary School
Media Center
600 West 3rd

October 19–20
Friday 6:00–9:00
Saturday 8:00–4:00

Component 38 **Early Development of Preschool Handicapped Children**
Cecil Reynolds, Instructor

Competencies are being developed

This component will review basic theories of early childhood development focusing on the theories of Piaget, Hebb, Hunt, Erikson, and neuropsychological development. Following discussions of normal biological development, issues in early screening of learning/behavior disorders will be discussed followed by a review of the role of basic concepts in early schooling and the effects of self-concept on early development. The latter discussions will lead into Component 36.

November 2–3
Friday 6:00–9:00
Saturday 8:00–4:00

Component 36 **Cooperative Planning for Preschool Handicapped Children**
Cecil Reynolds, Instructor
Prerequisite: Component 38

Competencies are being developed.

Recognizing signs of potential handicaps will be discussed briefly followed by a detailed section on making referrals including: how to refer, when to refer, communicating with your psychologists, obtaining consultation services, and making medical referrals. Primary assessment tools of early childhood will be reviewed focusing on the Wechsler Preschool and Primary Scale of Intelligence, Boehm Test of Basic Concepts, McCarthy Scales of Children's Abilities, Columbia Mental Maturity Scale, and Denver Developmental Screening Test. The component will end with a presentation on designing educational plans based on the outcome of the assessment process.

North Platte (continued)

November 9–10
Friday 6:00–9:00
Saturday 8:00–4:00

Component 37 **Overview of Handicaps**
Linda Esterling, Instructor

Competencies:

1. Define and/or recognize what is meant by; high risk, epilepsy, cogenital heart defect, cerebral palsy, spina bifida, visual handicap, auditory handicap, mental retardation, Down's Syndrome, microcephaly, hydrocephaly, rubella, and behavior disorders.
2. Demonstrate ability to assess basic motor and language development through the use of developmental checklists and informal assessment techniques.
3. Demonstrate skills in observational assessments. Identify developmental indicators.
4. Identify needs which cannot be handled by the teacher and be able to notify the appropriate resource for meeting the need.
5. Name and discuss three environmental factors that can adversely affect physical, mental and emotional development.

North Platte (continued)

November 30–December 1
Friday 6:00–9:00
Saturday 8:00–4:00

Component 39 **Language Stimulation for Preschool Handicapped Children**
Linda Esterling, Instructor

Competencies:

1. Demonstrate an understanding of the sequence of events in the development of receptive and expressive language.
2. Describe three common causes of speech and language disorders in children and give examples of remediation techniques for each disorder.
3. Demonstrate an understanding of parallel speech, language expansion and language extension and how these can be used to enhance language development.
4. Demonstrate an understanding of a continuum of speech and language programming within a classroom setting including structured langauge activities and informal language situations.

December 7–8
Friday 6:00–9:00
Saturday 8:00–4:00

Component 40 **Developing a Learning Environment for Preschool Handicapped Children**
Rick Brinker, Instructor

Competencies

1. Understand the relationship between the developmental levels and needs of the children and the structure of the classroom environment.
2. Plan, organize, and select materials for a classroom setting which meet the needs of children with a variety of handicaps.
3. Demonstrate the ability to incorporate the environment in developing individual student programs.
4. Demonstrate an understanding of factors which affect child and teacher behavior within the classroom and develop alternative strategies for the promotion of positive interaction.

SCOTTSBLUFF

Panhandle Station Learning Center
108 Elliott Building

August 21–22
Tuesday 6:00–9:00
Wednesday 8:00–4:00

Component 13 **Communication Skills: Teacher/Parent/Student**
Stan Vasa, Instructor

Competencies:

1. Describe the impact on communication that visiting the school may have on the parent and visiting the home might have on the teacher.
2. Demonstrate the ability to use non-judgmental, non-punitive responses and interactions.
3. Demonstrate an understanding of problem solving and conflict resolution skills in the communication process.
4. Provide a rationale for moving from a win/lose situation toward problem solving.
5. Descibe the impact that the consultant model has on the communication process.

November 30–December 1
Friday 6:00–9:00
Saturday 8:00–4:00

Component 16 **Overview of Classroom Management Techniques**
Cara Perkins, Instructor

Competencies:

1. Identify problem behavior in the classroom.
2. Establish management principles which meet the needs of participant's school situation.
3. Acquire a working vocabulary of behavior management terminology.
4. Demonstrate skills for applying management principles.
5. Demonstrate skills related to group activities and problem solving.
6. Become familiar with techniques of various management strategies, i.e., environmental structure, engineered classroom concept, learning/interest centers, life space interview, work with parents, class meetings.

SPENCER

Spencer Public School
Library

October 19-20
Friday 6:00-9:00
Saturday 8:00-4:00

Component 19 **Reality Therapy in the Classroom**
Lee Witters, Instructor

Competencies:

1. Demonstrate an understanding of the concepts and principles underlying reality therapy.
2. Identify success and failure situations.
3. Define discipline and punishment.
4. Demonstrate an understanding of the steps of reality therapy as classroom discipline.
5. Demonstrate an understanding of discipline in a success-oriented school.

November 9-10
Friday 6:00-9:00
Saturday 8:00-4:00

Component 17 **Behavior Modification Principles and Practices**
Merry Naviaux, Instructor

1. Develop one strategy to collect borderline data.
2. Select and utilize positive and negative reinforcers.
3. Develop examples indicating the use of consistency in providing reinforcement.
4. Develop strategies for modeling, shaping, using cues, and extinction.
5. Determine appropriate schedules for reinforcement.

SETS Offered for Professional Growth Only

(Content and/or competencies are reduced due to time limitations.)

BATTLE CREEK

August 24
Friday 8:30–4:00

Battle Creek Public Schools

Component 5 **Adapting Curriculum for Secondary Learning Disabled Students**
Janel Wilbern, Instructor

Competencies:

1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develop a unit of instruction for a course with handicapped students.

BRADSHAW

October 26
Friday 8:30–4:00

Bradshaw Public School

Component 20 **Techniques for Individualizing Instruction in the Classroom**
Vera Engdahl/Suzanne Dutton, Instructors

Competencies:

1. State a rationale for implementing individualized instruction.
2. Demonstrate knowledge of at least one method to individualize instruction in at least one academic area.
3. Demonstrate the ability to match teaching methods to student learning style.
4. Demonstrate an understanding of at least one technique for evaluating the learning style of a student.
5. Demonstrate a knowledge of at least one activity which encourages students to accept responsibility for themselves.

CHADRON

Chadron High School
7th and Ann

December 7
Friday 8:30–4:00

Component 4 **Adapting Curriculum for Elementary Learning Disabled Students**
Marg Dredla, Instructor

Competencies:

1. Define and describe participants Learning Disability population.
2. Develop a means to establish student learning style preference.
3. Develop a system to manipulate the learning environment.
4. Define and apply task analysis, process analysis, and product analysis.

December 7
Friday 8:30–4:00

Component 16 **Overview of Classroom Management Techniques**
Cara Perkins, Instructor

Competencies:

1. Identify problem behavior in the classroom.
2. Establish management principles which meet the needs of participant's school situation.
3. Acquire a working vocabulary of behavior management terminology.
4. Demonstrate skills for applying management principles.
5. Demonstrate skills related to group activities and problem solving.
6. Become familiar with techniques for various management strategies i.e., environmental structure, engineered classroom concept, learning/interest centers, life space interview, work with parents, class meeting.

GENEVA

November 2
Friday 8:30–4:00

Youth Development Center

Component 29 **Behavioral Characteristics of the Adolescent**
Hal Johnson, Instructor

Competencies:

1. Demonstrate an understanding of 'ok-ness' and not 'ok-ness' and its effect on adolescent behavior.
2. Demonstrate a knowledge of identification and referral procedures.
3. Demonstrate needed skills for working with students with special needs relating to problem parents, scripted educational failures, etc.
4. Demonstrate an understanding of the teacher's role in dealing with delinquency and adolescents in need.
5. Discuss techniques of coping with drug and alcohol behaviors and strategies for effective relationships.

GRAND ISLAND

August 21
Tuesday 8:30–4:00

Grand Island Central Catholic High School
Cafeteria
1200 North Ruby St.

Component 5 **Adapting Curriculum for Secondary Learning Disabled Children**
Janel Wilbern, Instructor

Competencies:

1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develop a unit of instruction for a course with handicapped students.

HASTINGS

November 15
Thursday 8:30–4:00

Hastings Regional Center
Building III, Education Department
City Route, Hiway 6 West
Component 17 **Behavior Modification Principles and Practices**
Reece Peterson, Instructor

Competencies:
1. Develop one strategy to collect borderline data.
2. Select and utilize positive and negative reinforcers.
3. Develop examples indicating the use of consistency in providing reinforcement.
4. Determine strategies for modeling, shaping, using cues, and extinction.
5. Determine appropriate schedules for reinforcement.

HENDERSON

August 23
Thursday 8:30–4:00

Henderson Community School
Component 5 **Adapting Curriculum for Secondary Learning Disabled Students**
Judy Preuss, Instructor

Competencies:
1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develop a unit of instruction for a course with handicapped students.

LYONS

August 22
Wednesday 8:30–4:00

Lyons Public School
Room 107
5th and Lincoln
Component 5 **Adapting Curriculum for Secondary Learning Disabled Students**
Janel Wilbern, Instructor

Competencies:

1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develolp a unit of instruction for a course with handicapped students.

MILLIGAN

November 9
Friday 8:30–4:00

Milligan Public School
Social Studies Room
Component 19 **Reality Therapy in the Classroom**
Lee Witters, Instructor

Competencies:

1. Demonstrate an understanding of the concepts and principles underlying reality therapy.
2. Identify success and failure situations.
3. Define discipline and punishment.
4. Demonstrate an understanding of the steps of reality therapy as classroom discipline.
5. Demonstrate an understanding of discipline in a success-oriented school.

NORTH PLATTE

Region II Services for the Handicapped
McDonald-Belton Campus, Mid-Plains Technical College

October 19
Friday 8:30–4:00

Component 17 **Behavior Modification Principles and Practices**
Bill Marshall, Instructor

Competencies:

1. Develop one strategy to collect borderline data.
2. Select and utilize positive and negative reinforcers.
3. Develop examples indicating the use of consistency in providing reinforcement.
4. Develop strategies for modeling, shaping, using cues, and extinction.
5. Determine appropriate schedules for reinforcement.

October 26
Friday 8:30–4:00

Component 19 **Reality Therapy in the Classroom**
Jack Peterson, Instructor

Competencies:

1. Demonstrate an understanding of the concepts and principles underlying reality therapy.
2. Identify success and failure situations.
3. Define discipline and punishment.
4. Demonstrate an understanding of the steps of reality therapy as classroom discipline.
5. Demonstrate an understanding of discipline in a success-oriented school.

PENDER

August 24
Friday 8:30–4:00

Pender Public School
609 Whitney

Component 5 **Adapting Curriculum for Secondary Learning Disabled Students**
Judy Preuss, Instructor

Competencies:

1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develop a unit of instruction for a course with handicapped students.

STELLA

Southeast Consolidated School

August 24
Friday 8:30–4:00

Component 5 **Adapting Curriculum for Secondary Learning Disabled Students**
Carla Beethe, Instructor

Competencies:

1. Demonstrate ability to analyze classroom environment.
2. Demonstrate ability to analyze teaching style and reinforcement strategies used with students.
3. Demonstrate understanding of procedures necessary to determine entry level skills of all students enrolled in class.
4. Demonstrate ability to analyze goals for courses.
5. Demonstrate ability to develop a unit of instruction for a course with handicapped students.

August 24
Friday 8:30–4:00

Component 31 **Developing a Learning Relationship**
Tim Evans, Instructor

Competencies:

1. Identify and describe characteristics of an effective learning relationship.
2. Identify and demonstrate effective teacher responses.
3. Identify and describe three phases of learning.
4. Identify and describe four teacher helping skills needed to guide learning.

THE UNIVERSITY OF NEBRASKA
MEDICAL CENTER
42ND STREET AND DEWEY AVENUE
OMAHA, NEBRASKA 68105

C. LOUIS MEYER
CHILDREN'S REHABILITATION INSTITUTE
444 South 44th Street
Omaha, Nebraska 68131

August 6, 1979

TO: SETS Instructors for Early Childhood Module

FROM: Linda Esterling

RE: Meeting - August 23, 1979, 1:00 p.m. - State Office Building, 6th floor Conference Room

We will be meeting to work on the SETS program. Would you please bring materials you have developed to share at this meeting. Each component should include the following:

1) component competency statements,
2) description of activities,
3) description of outside class projects,
4) grading procedures,
5) all materials to be used in component.

Please bring this information with you to the August 23rd meeting.

Thank you,

Linda

Linda Esterling

encl.

ss

cc: Cecil Reynolds
Deb Ceglowski
Dr. Larry Betterman
Donna Aksamit
Dr. Corry Robinson
Zola Anderson

Kent Emal
Harriet Egertson
✓Jan Thelan
Mary Ann Losh
Barbara Schliesser
Karen Faison

AGENDA: SETS meeting - STAFF TRAINING NEEDS
July 18, 1979 1:00 p.m. - 3:00 p.m.
State Department of Education - 6th floor Conference Room

1. Review of June 9th SETS meeting.

2. Establish components for the Early Childhood Module. Factors to consider: 1) teacher training survey, 2) correlation to existing college course work, 3) consistency of state-wide training opportunities and 4) collection of materials.

3. Set up Writing Committee and Review Committee.

4. How to assess workshops.

APPENDIX H

TOYBRARY ACTIVITIES

Nebraska Department of Education
Mailing Address, Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471 2295

May 22, 1979

TO: Regional and Children's Librarians (ToyBrary)

FROM: Gwen K. Neitzel

Dear Regional and Children's Librarians:

Thank you for your response to a recent request for ToyBrary "toy tally totals"! An informal analysis of responses shows that a shorter period of loan (two weeks as compared to four weeks) allowed greater utilization of toys. Also, the most popular items in the ToyBrary are: Knob Puzzles, Memory Game, Flexible Vehicles, Puzzle Inset Board, Puzzle Blocks, and Fit a Square/Circle.

Enclosed are two items: The ToyBrary Procedural Handbook and a ToyBrary questionnaire. The handbook has recently been printed as a "how to get started guide" for persons interested in establishing ToyBraries, and is enclosed for your information. Plans are being made to visit the libraries housing toy collections later this summer; hopefully, the questionnaire will provide us with information prior to scheduling the visitations.

Finally, only one request for additional ToyBrary activity sheets was received. Please inform us if additional ones are needed to 'restock' depleted supplies.

Please return the enclosed questionnaire by June 15th. Thank you for your cooperation!

Sincerely,
SPECIAL EDUCATION BRANCH

Gwen K. Neitzel
Early Childhood and Regional Coordinator

GKN/le

Enclosure

cc: Fern Heim Marty Manahan
Richard Allen Leslie Rock
Marla Bouton Margaret Roe

Anne Campbell
Commissioner
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

State Board of Education

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Arlene E. Hart
Route 2
Sargent, Nebraska 68874
Business (308) 527 4119
Home (308) 527 3653

William C. Ramsey
6181 Cuming Street
Omaha, Nebraska 68132
Phone (402) 551 0426

an equal opportunity agency

TOYBRARY

Library ______________________________

Address ______________________________

Date ________________________________

1. Has the ToyBrary been utilized to a greater extent by parents of handicapped or of non-handicapped prekindergarten children?

2. Are parents always given an activity sheet when checking out toys? Have you had parental feedback on the value of the activity sheets?

3. Have you used the parent-questionnaire postcards?

4. Would more reliable information regarding the children being served and parent's evaluation of the toys be acquired at the time of toy return (very brief questionnaire/interview/etc.)?

5. Is the toy catalogue on display? Is it frequently used? Are more needed?

6. Are activity sheets available for parents to read while browsing through toys?

7. Do you have any suggestions for improving the system of toy distribution or lending?

8. Has the sound-filmstrip been useful? How has it been utilized?

9. Would you be willing to participate in or lead a workshop dealing with:

   a.) Educational use of toys

   b.) Making toys at home

   c.) Other ______________________________

10. Please make additional comments regarding the ToyBrary project and/or your local ToyBrary service.

Nebraska Department of Education

Mailing Address Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471 2295

December 12, 1979

TO: Regional and Children's Librarians (ToyBrary)

FROM: Rosemary Machacek, ToyBrary Coordinator

Dear Friends:

Since Gwen Neitzel left the Special Education Branch to have her baby, I have been asked to continue with the good work all of you and Gwen have begun, and will be coordinating the ToyBrary activities.

I have received 141 postcard responses from parents indicating their children's toy preferences, their children's handicaps (if any), and the helpfulness of the toys and activity sheets. The overwhelming majority of parents either did not respond to our question about handicap (88) or responded not applicable or no handicap (39). Of the 14 parents with handicapped children, handicaps ranged from chemical allergies to visual and speech problems, but all explanations were very brief. 135 parents believed the toys selected were helpful to their children and only 6 parents did not find them helpful, citing such negative experiences as "too simple" "too hard", "My girl was too young for them", etc. Many very positive comments also appeared on the postal cards, such as "...providing a toy...at the library is marvelous..." and "My children enjoy many toys we couldn't otherwise afford..." 111 parents said the activities sheets enclosed were helpful in toy use, and only 6 parents said they didn't use the sheets, or used them and did not find them helpful. Favorite toys are puzzles (especially knob puzzles), blocks, bead toys and sorting and ordering toys. In general, the parents were very appreciative of the ToyBrary and their gratitude for your warm friendly services should be a reminder to all of you of the important need you fill in the lives of children (remember that when three million kids are talking, all at once, you are trying to check-out books and toys, some child lost a mitten, two pieces of the Snowman puzzle toy are missing and your car refuses to start!)

All of you received a librarian's questionnaire from Gwen, and I have tallied the results of the 10 returned questionnaires so that the results could be shared with all of you. All ten responses indicated non-handicapped children used the ToyBrary more that handicapped kids, a fact corroborated by our parents' postcard responses.

Anne Campbell
Commissioner
Mailing Address: Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

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Business: (308) 527-4119
Home: (308) 527-3653

William C. Ramsey
6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551-0426

8 of 10 librarians said activity sheets were always given and one respondent said the sheets were usually given; however, only 4 of the 9 librarians received parent feedback on the usefulness of the sheets. 10 librarians gave parents the response postcards (at least, some of the time), but indicated most postcards come back with the toy, but with no responses. Unfortunately, an interview system with the parents returning the toy doesn't seem to be the solution for soliciting parent response, since most librarians say the check-out and return times are too busy to spend time interviewing parents.

9 librarians said they display the ToyBrary catalogue but only 4 indicated frequent use of the catalogue by parents, and no librarian expressed need for more catalogues. Most librarians make activity sheets available with the toys or in some other easily accessible place for parent browsing and keep the toys in view for children's browsing, as well. The sound-filmstrip is either seldom used or not used at all by 8 of the 10 responding librarians, but those who have used it have done so with extension groups, parents of handicapped children, rural teachers, at a convention, and at a CHAP school. Almost all librarians responding either did not respond to the question asking about their willingness to lead a toy or a toy-making workshop or said they simply did not have the time to do such a project. However, one librarian responded positively and suggested a puppet-making workshop to be included.

Finally, here are a list of suggestions for improvement of the ToyBrary, problems encountered and general suggestions:

"If toys were meant primarily for handicapped children, they should have been placed in special education programs residential and/or hospital settings. Right now, handicapped kids are not the children using the toys."

One librarian checks out toys for 1 week and telephones "if they are late". "Also, we call if there is a piece missing after each use".

"We tried a plastic mesh bag with the idea that the toys could be seen and chosen easier, but the bag didn't hold up after two circulations."

"...sturdier packing boxes..."

"Parents are delighted with ToyBrary"

"Handicapped children have not utilized service very much. Workshops have been given by mental health association and clubs and media have publicized, but most users are pre-school non-handicapped."

"Parents in our library use the toys as an entertainment device while in the library. Our biggest headache is containers for toy circulation and locating missing pieces."

"Toys hard to mail to small libraries and are costly in postage."

"We made different-sized bags out of pillow-ticking for each toy. A small packet was sewn on the outside of the bag in which we put the check-out card and then the due-date card. These bags were then hung on hooks on large wooden racks in the Children's Room."

"We have had requests for toys which would strengthen alphabet usage...from parents of non-handicapped children."

"The ToyBrary is appreciated...and well-used..."

"The toys have held up well..."

"I do wish that more kids and parents would make use of it. There needs to be a better way to let /others/ know, but I haven't come up with it, yet."

Thank you all for your time, effort and responses. I hope to get out to see all of you within the next six months and visit with you about the ToyBrary "goodies" and "baddies". Until I see you, please keep doing your marvelous work. We need you!!!

Sincerely,

Rosemary Machacek

RM/le

P.S. I saw Gwen Neitzel and her baby, Grant, about three weeks ago Mom and baby are fine, and Grant was, when I saw him, attempting to. eat one of his toys. (So much for educational toys!)

Jan

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

December, 1979

Dear Friend:

We received the letters and postcards you have sent requesting information about the Nebraska Children's library of toys, the ToyBrary. We appreciate your interest and are glad to share those resources we have which may assist you in your service to children.

I would appreciate your comments about your use of the ToyBrary or any other special programs you might have so that we can all share our ideas as much as possible. If you will take the time to respond briefly to the questions below, I will read them, compile your responses, and distribute the information. Thank you for your assistance.

Are you using the ToyBrary with handicapped children, non-handicapped children or both?

If you are using the ToyBrary with both groups, please indicate the group using the ToyBrary more frequently.

Where is/are your ToyBrary(s) located (i.e., schools, libraries, both, etc.)?

How do you publicize your ToyBrary?

Anne Campbell
Commissioner
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Lincoln, Nebraska 68509

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Home: (308) 527-3653

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6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551-0426

Have you received any parent response to the ToyBrary? If so, please describe, briefly, the parent attitudes expressed.

In the space below, please provide your comments, criticisms and/or suggestions for the ToyBrary. If you have other programs of enrichment for children, please mention these also.

Thank you for your response.

Sincerely,

Rose Machacek

Rose Machacek
ToyBrary Coordinator

Please mail to: Rosemary Machacek, ToyBrary Coordinator
Special Education Branch
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, Nebraska 68509

APPENDIX I

PUTTING THE PUZZLE TOGETHER

PUTTING THE PUZZLE TOGETHER

The Education of Prekindergarten Handicapped Children in Nebraska

Prepared by

Special Education Branch
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509
February, 1979

156

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Anne M. Campbell
Commissioner of Education

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Introduction

Within the past decade, a great deal of research and practice nationwide has established the importance of early intervention for young handicapped children. Benefits are realized in terms of the expanded potential development of the children, in the capacity of families to cope with a child's handicap and in moderating the eventual costs of educating and/or supporting a handicapped person.

The quality of experience during the first five years of life is critical for all children. For the handicapped child, these years are even more important. The home environment is usually adequate for optimum development of the non-handicapped child; however, specially prescribed experiences are critical for the handicapped child during these early years. Parents generally do not possess the special skills necessary for capitalizing on this important period of development. They can be helped to become more effective, and most parents of young handicapped children are anxious to gain the skills necessary to become more effective educators of their own children.

Several agencies in Nebraska have become involved in establishing programs to serve prekindergarten handicapped children and their parents over the past ten years. Staff and parents associated with these efforts are enthusiastic about the obvious benefits which have accrued for the children involved. The information presented in the following sections will attest to the progress which has been made and hopefully provide direction for completing the puzzle.

Legislation

Legislative authority to serve prekindergarten children has existed for nearly twenty years in Nebraska. Both the Office of Mental Retardation (Department of Public Institutions) and the Department of Education have received authorization and/or mandates to provide such services.

Department of Education

In 1959 the legislature enacted a law (43-601) which provided for the care and education of deaf-blind and other multihandicapped children from birth. This statute was amended in 1961, 1971, and 1973.

Also in 1959, two statutes (43-602, 79-2002) were enacted to provide for the education of visually handicapped children from birth. The Nebraska School for the Visually Handicapped was given the responsibility for becoming the state resource center for such services. These statutes were amended in 1961 and a third law concerning visually handicapped children was added (79-2001). Control over all programs for visually handicapped children was given to the Department of Education.

Authority to provide programs for acoustically handicapped children from birth was added in 1963 through amendments to 79-1901 and 79-1902 first enacted in 1959. The Nebraska School for the Deaf was included as a service provider.

All of the statutes cited thus far focus on the authority for the provision of services by the State Department of Education and the state schools. In 1965 the earliest mention of authority for local school districts to establish and support with local funds programs for children below school age appears. This discretionary authority is an amendment to 79-444, the statute which details procedures for admitting children to school.

In 1976 Section 43-646.01 added similar authority for local school districts to establish and support locally programs for handicapped children below age five. This statute was amended in 1978 by the Eighty-fifth Nebraska Legislature. Known as LB 889, the new law mandates special education services through local school districts to resident prekindergarten handicapped children from date of diagnosis or date of notification of the local school district. Existing services are to be utilized and for children below age three, the emphasis is on providing services in the home. Beginning July 1, 1979, state funding is to be available for 90% of program costs on a grant basis. The local school district is responsible for the remaining 10%.

Federal Legislation

Beginning in 1970 the Bureau of Education for the Handicapped allotted funds to states under P.L. 91-230. The states were allowed considerable discretion in the use of these funds, however, the emphasis was on providing programs for unserved and underserved populations. Since Nebraska's legislation for school-age children was enacted in 1973, the only unserved population in Nebraska has been the prekindergarten group. Accordingly, the Department of Education used these funds for preschool programs between 1975 and 1978.

P.L. 94-142, a comprehensive amendment to P.L. 91-230 in effect since 1977, mandates services to all handicapped children from three to twenty-one. Federal monies are provided to the states based on a yearly count of handicapped children receiving services. For the preschool population an additional appropriation, the Preschool Incentive Grant, is provided. In Nebraska these Incentive Grant funds are being expended during 1978-79 for interim funding of the Title VI-B, EHA preschool programs.

Population

The school census conducted during the summer of 1977 and reported in Statistics and Facts about Nebraska Schools 1977-78, Volume I, reported a population of 101,281 children in the birth through four year old range.

Estimations of probable numbers of handicapped children within the 0-4 population are admittedly risky, but some gross incidence estimates can be made. Since the children who might receive prekindergarten services are to represent the most severely and multiply-involved portion of the handicapped population, it is possible to apply incidence estimates which are considerably lower than those projected elsewhere for the school-aged group. The occurence of deaf, blind and mentally retarded students in the school group form the basis of the preschool incidence estimate which may range around one percent of the total preschool population. Moreover, in viewing the current level of services to handicapped prekindergarten children in the higher service areas of the state, an incidence range from .7% to 1.6% is observed. Therefore, of the 101,281 children in the 0-4 age range, it appears that as many as 1,013 could be estimated to be handicapped. However, it is doubtful that all handicapped children ages 0-2 would be identified or brought forward for service. Consequently, it is likely that greater numbers of identified and served children would fall into the 3-4 age group.

According to recent statistics and population projections, a modest decrease in the 0-4 population might be expected by 1980. A comparison of 1976-77 and 1977-78 statistics (as indicated in Statistics and Facts about Nebraska Schools) for total prekindergarten populations shows a decrease of 393 children in the 77-78 report. Further, birth rate projections estimate a drop of approximately 2,000 births between 1977-78 and 1978-79.

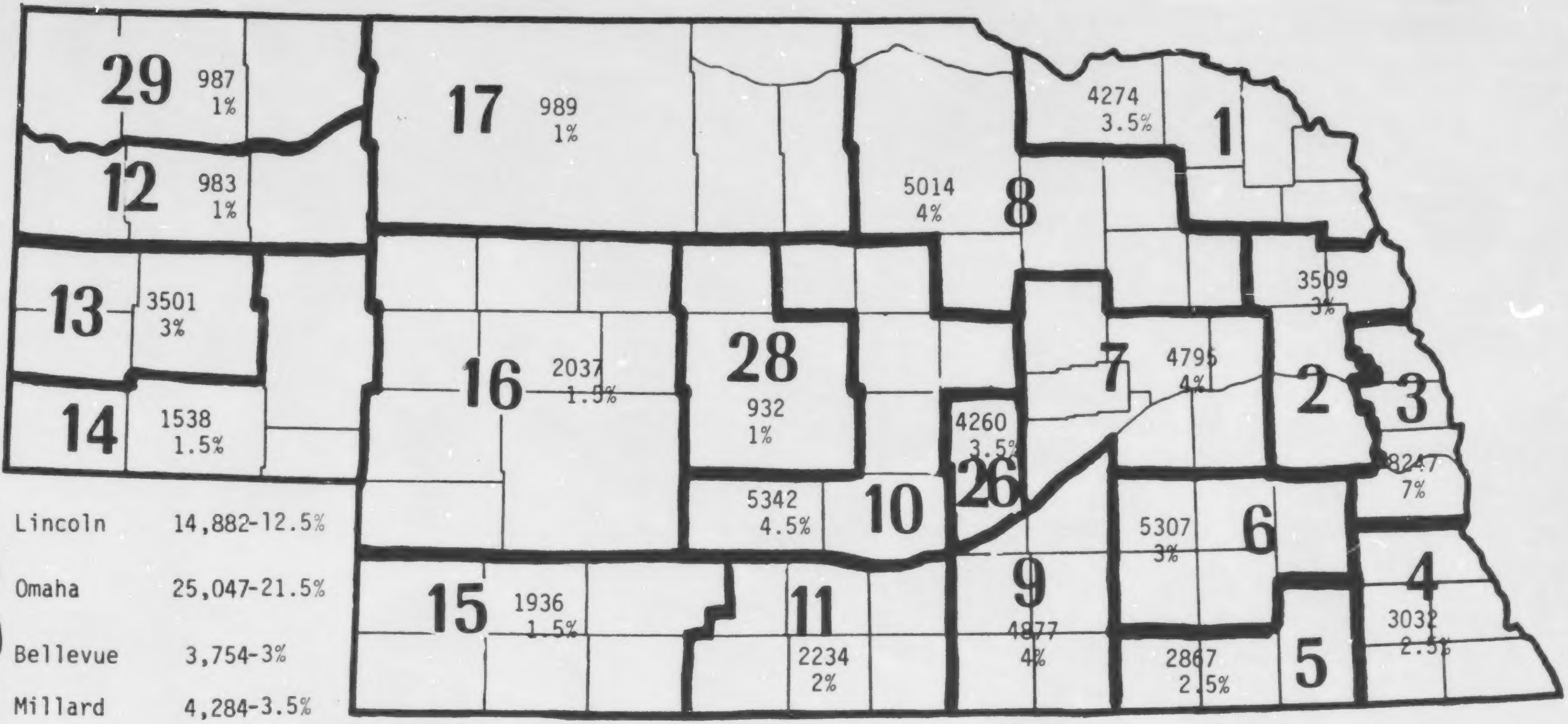
About 725 handicapped prekindergarten children were identified and served in 1976-77 and 853 in 1977-78. The current December 1, 1978 handicapped prekindergarten child count reports that 900 children are receiving services during 1978-79. The stability of these figures is an indication that total numbers of children brought forward for service would not be expected to rise dramatically in the next few years except in areas now considered low in services provided. The majority of such places do not fall in high density population areas.

Further evidence of a leveling off is found in the referral rates to Nebraska ChildFind. Between 1976 and 1977 the referral rate dropped 21%, and between 1977 and 1978 the drop was 7%.

The maps and charts on the pages following display information concerning the numbers of children projected within each LB 889 Planning Region and summaries of Child Count data for the past two years.

TOTAL PRESCHOOL POPULATION

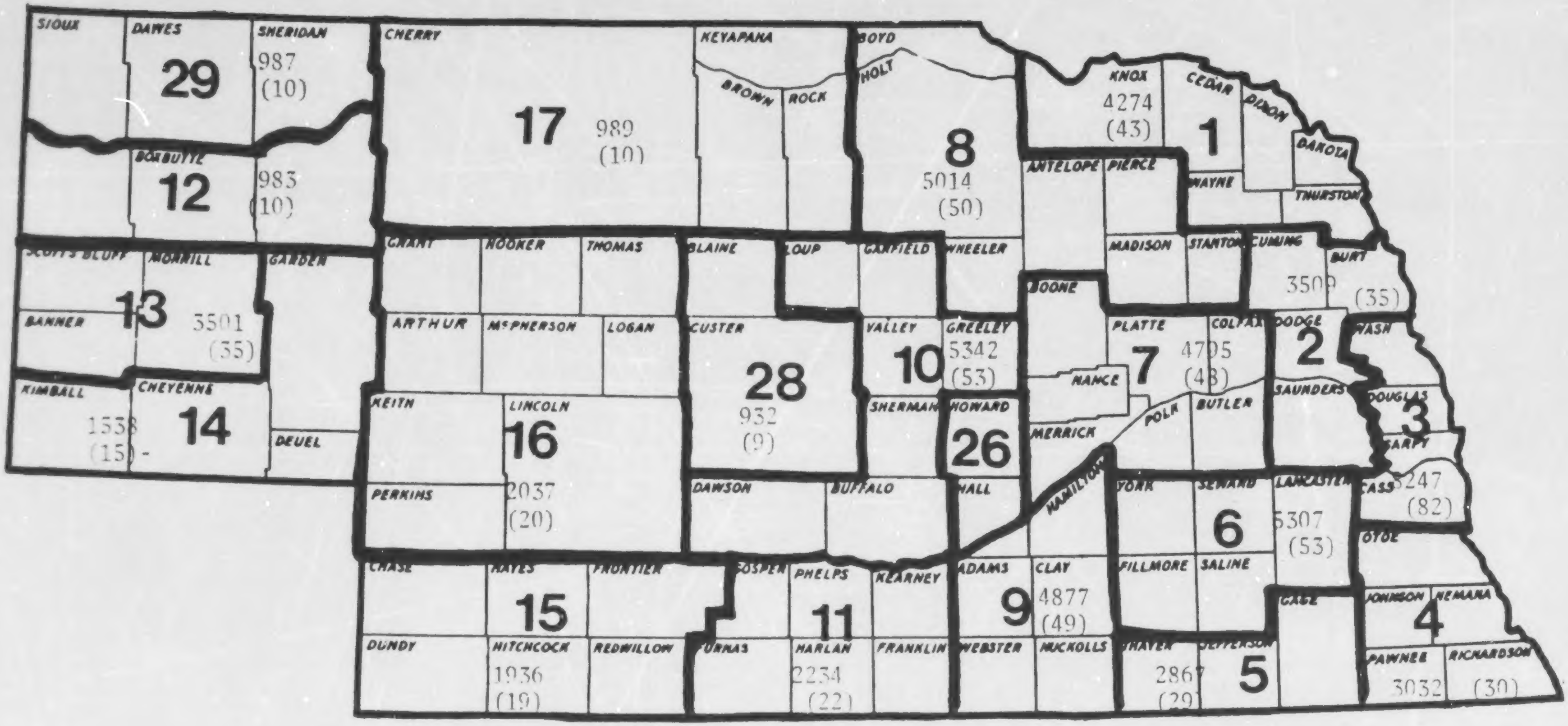
(Percentage of Total Population by Region)


29 987 1%
17 989 1%
4274 3.5% 1
12 983 1%
5014 4% 8
13 3501 3%
3509 3%
16 2037 1.5%
28 932 1%
7 4795 4%
2
3
14 1538 1.5%
4260 3.5% 26
8247 7%
5342 4.5% 10
5307 3% 6
15 1936 1.5%
11 2234 2%
9 4877 4%
4 3032 2.5%
2867 2.5% 5

18	Lincoln	14,882-12.5%
19	Omaha	25,047-21.5%
20	Bellevue	3,754-3%
21	Millard	4,284-3.5%
22	Westside	3,625-3%
23	Papillion	1,536-1.5%
24	Ralston	466-.5%
25	Fremont	1914-1.5%
26	Grand Island (Includes Howard, Northern Hall and certain districts in Merrick-figures above)	
27	North Platte	1559-1.5%

Total Presc[illegible]l Population

[Numbers of Handicapped Children Projected (1% incidence)]


SIOUX
DAWES
SHERIDAN
29
987
(10)
CHERRY
KEYAPAHA
BOYD
BROWN
ROCK
HOLT
17
989
(10)
8
5014
(50)
KNOX
4274
(43)
CEDAR
DIXON
1
DAKOTA
WAYNE
THURSTON
BOXBUTTE
12
983
(10)
ANTELOPE
PIERCE
SCOTTS BLUFF
MORRILL
GARDEN
GRANT
HOOKER
THOMAS
BLAINE
LOUP
GARFIELD
WHEELER
MADISON
STANTON
CUMING
BURT
3509
(35)
BANNER
13
3501
(35)
ARTHUR
McPHERSON
LOGAN
CUSTER
VALLEY
GREELEY
BOONE
PLATTE
COLFAX
DODGE
WASH
2
10
5342
(53)
7
4795
(48)
NANCE
28
932
(9)
KIMBALL
CHEYENNE
14
1538
(15)
DEUEL
KEITH
LINCOLN
16
2037
(20)
SHERMAN
HOWARD
26
MERRICK
POLK
BUTLER
SAUNDERS
DOUGLAS
3
SARPY
PERKINS
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
6
LANCASTER
5307
(53)
CASS
3247
(82)
OTOE
CHASE
HAYES
FRONTIER
15
GOSPER
PHELPS
KEARNEY
11
ADAMS
CLAY
9
4877
(49)
FILLMORE
SALINE
JOHNSON
NEMAHA
4
GAGE
DUNDY
HITCHCOCK
1936
(19)
REDWILLOW
FURNAS
HARLAN
2234
(22)
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
2867
(29)
JEFFERSON
5
PAWNEE
3032
RICHARDSON
(30)

18	Lincoln	14,882	(149)
19	Omaha	25,047	(250)
20	Bellevue	3,754	(38)
21	Millard	4,284	(43)
22	Westside	3,625	(36)
23	Papillion	1,536	(15)
24	Ralston	466	(5)
25	Fremont	1,914	(19)
26	Grand Island (Includes Howard, Northern Hall, and certain districts in Merrick)	4260	(43)
27	North Platte	1,559	(16)

SUMMARY OF PRESCHOOL HANDICAPPED CHILDREN
SERVED BY AGENCY AND HANDICAPPING CONDITION
AS OF APRIL 1, 1978

	EMH			MR			AH			SH			VH			ED			OH			SLD			TOTALS
	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	
Office of Mental Retardation (Child Development Centers)				149	155																				304
Meyer Children's Rehabilitation Institute; Barkley Center, UN-L	6	2		16	7		2			4	2	1	7	4			3		36	13					103
Title VI-B & C, EHA Title IV-C, ESEA	3	4	1	8	9	1		1		5	135	1	2	3			6		14	8			12	1	214
Head Start		4	4		1			1		3	76	9		1			5	2		2	1		7	4	120
School Districts (local funding)		8			5			3			45		1	11			3		2	13		1	2		94
Private Agencies							5	11	2																18
Department of Welfare																									
TOTALS	9	18	5	173	177	1	7	16	2	12	258	11	10	19			17	2	52	36	1	1	21	5	853

SUMMARY OF PRESCHOOL HANDICAPPED CHILDREN
SERVED BY AGENCY AND HANDICAPPING CONDITION
AS OF DECEMBER 1, 1978

	EMH			MR			AH			SH			VH			ED			OH			SLD			TOTALS
	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	0-2	3-4	5	
Office of Mental Retardation (Child Development Centers)				108	153	4																			265
Meyer Children's Rehabilitation Institute; Barkley Center, UN-L	11	12		16	7			1		8	21		7	6		3	6	1	53	18	1				171
Title VI-B & C, EHA Title IV-C, ESEA	6	14	1	11	9	4	2	3		9	150	13	2	2			3		14	19			2	1	265
Head Start		3		6	7			3		5	89	6		1		1	4		2	9	1		2		139
School Districts (local funding)		1						3			5		2	6						14					31
Private Agencies							8	9																	17
Department of Welfare				1			1						1						9						12
TOTALS	17	30	1	142	176	8	11	19		22	265	19	12	15		4	13	1	78	60	2		4	1	900

Existing Programs and Services

Prekindergarten children receive program services through a number of agencies in Nebraska. This mixed picture of services has resulted because authorization and funding for service provision has emerged for specific ages and various handicapping conditions at different times for each agency.

Title VI-B, EHA Preschool Projects

Beginning in 1975 the Department of Education, Special Education Branch, funded preschool projects in Educational Service Units and local school districts. As many as fourteen different projects have provided a variety of services to young handicapped children including center-based, home-based or some combination of the two. Some projects begin services when children reach age three. Others serve children from birth on. Children with handicaps as defined in Rule 51 have been eligible for service. Speech therapy, physical therapy and other support services are available as needed. Parental involvement is stressed. Although programming is designed to meet the child's individual needs, the centers generally offer a full day program.

When the 1977 Legislature determined that Part B funds under P.L. 94-142 would be utilized in school age programs, several of the preschool projects sought funding from other sources. One project applied to the Bureau of Education for the Handicapped for funding as a model program under the Handicapped Children Early Education Program. Two other projects received funding for 1978-79 from Title IV-C, ESEA. Nine projects are now funded through the Preschool Incentive Grant and state funds appropriated in the 1978 Legislative Session.

Office of Mental Retardation Child Development Centers

Regional Offices of Mental Retardation operate fourteen programs which serve young mentally handicapped children. Most of the services are center-based. Some home-based services supplement the center program and are available to very young children or those who live some distance from a center. When required, children receive speech and physical therapy and families are eligible for social services.

Head Start Programs

Head Start must include handicapped children in their programs. Ninety percent of the children who attend Head Start must come from families who meet income eligibility guidelines and ten percent of the total number of children served must be handicapped. Since the fourteen

Head Start programs in Nebraska can accommodate about 1400 children, at least 140 must be verified as handicapped according to the guidelines established by the Agency for Children, Youth and Families (formerly Office of Child Development).

Most of the Head Start programs in Nebraska are center based. Since many of the centers are located in rural areas, it is often difficult to obtain support services. The programs make extensive use of diagnostic services offered through Meyer Children's Rehabilitation Institute and receive technical assistance and staff training through the Resource Access Project (RAP) located in Kansas City, Kansas.

Local District Programs

Omaha and Lincoln Public Schools have provided services to specific populations of prekindergarten handicapped children for several years. Programs have been provided at different times to children who are visually, acoustically, and physically handicapped.

Each year the Federal Child Count reveals that a number of districts are including three and four year old children in speech therapy services. Generally about 50 children receive such services statewide each year.

Other Programs

Meyer Children's Rehabilitation Institute is a major program provider in addition to its role as a diagnostic agency. A full range of center and home-based services are offered primarily to children in the Omaha area utilizing a variety of federal funding sources.

The University of Nebraska-Lincoln offers services through the Barkley Memorial Center and Ruth Staples Laboratory. The infant program, formerly supported by United Cerebral Palsy, is now housed at Ruth Staples and supported with Department of Public Welfare funds. The Barkley Center, in addition to extensive diagnostic services, offers programming for prekindergarten children with speech and language problems.

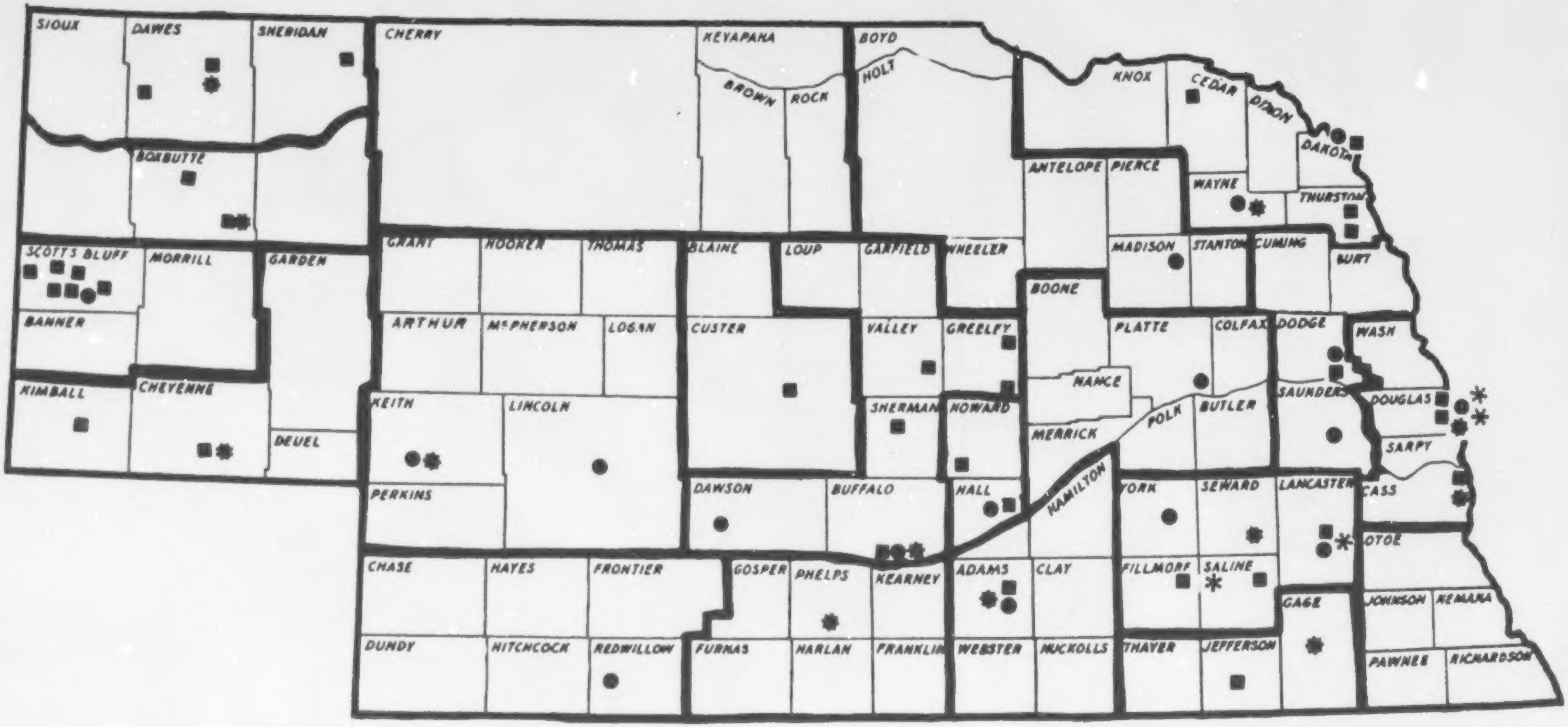
One private agency, the Omaha Hearing School, offers programming for young deaf children. About half of the children attending the Omaha Hearing School fall in the prekindergarten age range.

Services for Crippled Children under the Department of Public Welfare provides diagnostic and some programming services on a statewide basis. Plans are underway to locate ongoing services in centers as well as conducting clinics in selected sites on an occasional basis.

MAJOR SERVICE AGENCIES FOR

HANDICAPPED CHILDREN BELOW AGE 5

AS OF DECEMBER 1, 1978


SIOUX
DAWES
SHERIDAN
CHERRY
KEYAPAHA
BOYD
BROWN
ROCK
HOLT
KNOX
CEDAR
DIXON
DAKOTA
BOXBUTTE
ANTELOPE
PIERCE
WAYNE
THURSTON
SCOTTS BLUFF
MORRILL
GARDEN
GRANT
HOOKER
THOMAS
BLAINE
LOUP
GARFIELD
WHEELER
MADISON
STANTON
CUMING
BURT
BOONE
BANNER
ARTHUR
McPHERSON
LOGAN
CUSTER
VALLEY
GREELEY
PLATTE
COLFAX
DODGE
WASH
NANCE
KIMBALL
CHEYENNE
KEITH
LINCOLN
SHERMAN
HOWARD
MERRICK
POLK
BUTLER
SAUNDERS
DOUGLAS
DEUEL
SARPY
PERKINS
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
LANCASTER
CASS
OTOE
CHASE
HAYES
FRONTIER
GOSPER
PHELPS
KEARNEY
ADAMS
CLAY
FILLMORE
SALINE
GAGE
JOHNSON
NEMAHA
DUNDY
HITCHCOCK
REDWILLOW
FURNAS
HARLAN
FRANKLIN
WEBSTER
NUCKOLLS
THAYER
JEFFERSON
PAWNEE
RICHARDSON

■ Head Start

● Office of Mental Retardation, Child Development Center

* Local School District

✹ Nebraska Department of Education Funded (Title VI-B)

Programs Serving Handicapped Children

Below Age Five As Reported in the December 1, 1978 Federal Child Count

Title VI-B & C, EHA and Title IV-C, ESEA Preschool Projects

Kay Cattle
ESU #1
Wayne State College
Wayne, Ne 68787

Charles A. Doyle
ESU #5
618½ Court
Beatrice, Ne 68310

Polly Feis
ESU #9
1117 E. South St., Box 2047
Hastings, Ne 68901

Joan Kollars
ESU #12
Times-Herald Bldg., Box 539
Alliance, Ne 69301

Dr. Bill Brockmeier
Buffalo County ChildFind
310 West 24th
Kearney, Ne 68847

Elaine Fromm, Director
Chadron Public Schools
Chadron, Ne 69337

David Ankenman, Principal
Westside Early Childhood Center
Sunset Hills Elementary School
94th & Walnut
Omaha, Ne 68124

Kay Gordon
ESU #3
4224 South 133rd Street
Omaha, Nebraska 68127

Gary Tunnison
ESU #6
P.O. Box 10
Milford, Ne 68405

Bob Engler
ESU #11
P.O. Box 485
Holdrege, Ne 68949

William G. Kelley
ESU #14
P.O. Box 414
Sidney, Ne 69162

Allan Pestel
Plattsmouth Public Schools
10th & Main
Plattsmouth, Ne 68048

Vera Losh, Director
Friend Preschool
Friend Public Schools
Friend, Ne 68359

Head Start

Richard Rosche, Director
N.W. Comm. Action Council/Head Start
Box 188
Chadron, Ne 69337

Kathryn Molczyk
Blue Valley Community Action
First National Bank - Room 206
Box 273
Fairbury, Ne 68352

Pearl Barada, Director
Golden Rod Hills C.A.C./Head Start
P.O. Box 10
Walthill, Ne 68067

Miriam Ramirez, Director
Project Head Start
217½ N. Pine Street
Grand Island, Ne 68801

Barbara Duncan, Director
Head Start
1724 8th Avenue
Plattsmouth, Ne 68048

Hellen Roy, Director
Loup City Head Start
Central Nebraska Community Service
P.O. Box 509
Loup City, Ne 68853

Phyllis Kantaras, Director
Kearney Head Start Center
Box 162, West Campus-West Highway 30
Kearney, Ne 68847

Annette Ferando/Kathy Shonkwiler
Head Start Child Development Corp.
4606 North 34th Avenue
Omaha, Nebraska 68111

Nancy Peterson, Director
Hasting Head Start Program
P.O. Box 347
2nd and Southern Hills
Hastings, Nebraska 68901

Debbie Gartner, Director
Dodge Co. Head Start
P.O. Box 244
Fremont, Ne 68025

Clara Poage, Director
Southeast Nebr. Comm. Action Council
Head Start
SENCA Office
Humbolt, Ne 68376

Margaret Connealy, Director
Malone Head Start
2030 T Street
Lincoln, Nebraska 68502

Janelle Birdsall
Nebraska Panhandle Comm. Action Agency
1840 7th Street
Gering, Ne 69341

Elaine Peters, Director
Lincoln Public Schoosl/Head Start
225 South 25th Street
Lincoln, Ne 68502

Office of Mental Retardation Child Development Centers

Glenda Lacy Director
Area II Child Development Center
1406 14th Avenue
Scottsbluff, Ne 69361

Kathy Strong, Director
Southwest Area Children's Develop. Ctr.
Box 693
McCook Ne 69001

Kathleen Higgins, Coordinator
Child Developmental Center
1917 West Faidley
Grand Island, Ne 68801

Dee McNama, Coordinator
Child Developmental Center
16 West 11th
Kearney, Ne 68847

Loye Feis, Director
Child Development Center
921 Avenue "J"
Cozad, Ne 69130

Mary Hunt, Director
North Platte Child Develop. Center
1614 West 6th Street
North Platte, Ne 69101

Carol Tanner, Coordinator
Child Developmental Center
521 South St. Joseph
Hastings, Ne 68901

Terry Wegner, Coordinator
Children's Developmental Center
Box 1097
Columbus, Ne 68601

Jane Kellen, Coordinator
Children's Developmental Center
406 South 2nd St.
Norfolk, NE 68701

Judith Haas, Coordinator
Children's Developmental Center
Box 463
Wayne, NE 68787

Lorraine Bockorny, Program Coordinator
York Children's Developmental Center
Box 3
York, Nebraska 68467

Marlene Remmers, Superintendent
Education Program
Beatrice State Developmental Center
Beatrice, NE 68310

JoEllen Puttmann, Coordinator
Children's Developmental Center
109 West 11th
South Sioux City, NE 68776

Harriet Grossbart, Director
Human Development Center
16th & A Street
Lincoln, Nebraska 68502

Steve Pugh, Director
Education Services-Children's Division
ENCOR
885 South 72nd St.
Omaha, NE 68114

Private Agencies

Ms. Mary Svoboda, Director
Omaha Hearing School
1110 No. 66th St.
Omaha, NE 68132

Program Affiliated with Universities

Dr. Cordelia Robinson
Meyer Children's Rehabilitation Inst.
University of Nebraska Medical Center
444 South 44th St.
Omaha, NE 68131

Ms. Sara Dubik, Director
Infant Development Encouragement Program
Ruth Staples Laboratory
University of Nebraska--Lincoln
Lincoln, NE 68583

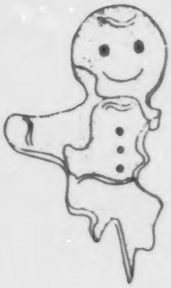
Dr. Sheldon Stick
Barkley Memorial Center
University of Nebraska--Lincoln
Lincoln, NE 68583

Dr. Donna Eyde, Director
Education Therapy
Nebraska Psychiatric Institute
602 So. 45th
Omaha, NE 68131

Nebraska Department of Education Programs

Jaime Galloway
Nebraska School for the Deaf
3223 No. 45th
Omaha, NE 68104

Donald Pickering
Nebraska School for the Visually Handicapped
Nebraska City, NE 68410



Diagnostic Services

Major diagnostic services currently available for handicapped children below age five are offered by the following Nebraska agencies: University of Nebraska Medical Center, Meyer Children's Rehabilitation Institute; University of Nebraska-Lincoln, Barkley Memorial Center (UNIPROACH); Diagnostic Resource Center at Cozad; and Boy's Town Institute. In May, 1977, the Nebraska Legislature adopted an amendment to the General Fund appropriation for the State Department of Education which provided $95,000 for diagnostic services to prekindergarten children. Funds were expended through three of the above agencies (MCRI, Barkley Memorial Center (UNIPROACH) and Diagnostic Resource Center). Diagnostic services and procedures provided by each agency are dictated by the individual child and the type of referral. Seven areas of assessment commonly emphasized among these diagnostic agencies include: behavior; cognitive/psychological/intellectual; motor; speech/language; audiological; medical and related areas; and social.

With the implementation of LB 889, the accessibility of diagnostic services will likely increase as public schools accept the responsibility of providing appropriate educational programs for handicapped children below age five. Some Educational Service Units presently offer nearly complete diagnostic services for prekindergarten handicapped children. Regional Plans suggest that services will continue to expand as contractual agreements are made between public schools and ESUs offering diagnostic services.

The Nebraska Office of Mental Retardation also offers a variety of diagnostic services. Services are available in a variety of Children's Developmental Centers throughout the state.

Personnel

Because programs for prekindergarten children have been operating for about ten years, a large pool of trained staff has been developed. In many cases the training has not fit the conventional model, i.e., many people have not attended teacher training programs in four year colleges and universities. Two factors have caused this: 1) Most programs have been operated outside the aegis of the public education system, therefore, teacher certification was not required; and 2) many programs have preferred to conduct their own staff training programs.

Two concerns have emerged during the past year as a result of the passage of LB 889. Because there is so much emphasis in the legislation on utilizing existing programs, a number of professionals and parents have expressed the need to retain experienced personnel in these programs even though they may not hold teacher certification. Within the legislation this problem is addressed in the section which directs the colleges and universities to communicate to the Department of Education the methods they will use to recognize the previous training and experience of candidates. This issue was discussed extensively as the personnel portion (Section 8) of Rule 54-Rule on the Operation of Special Education Programs for Handicapped Children Below Age Five was developed. Within the Rule a career ladder is provided. Personnel not holding fully endorsed certificates, but who have worked successfully in programs, may continue such employment by documenting participation in training programs.

The second concern has been expressed by teacher trainers and school administrators who feel that school law mandates certification for instructional personnel. Rule 54 addresses this issue by requiring supervision of all non-certified personnel by a person holding an appropriate certificate.

The deans of the teacher training institutions have been involved in these discussions and have agreed to provide information on how each college will work with candidates for training. This data will be compiled and supplied to each person currently employed in a program serving prekindergarten handicapped children.

Summary data has been obtained from current programs regarding the number of persons qualifying under the personnel section of Rule 54 (see page following). Each program has also been asked to supply the names of all instructional personnel and their current degree and/or certification status. This information will be used to compile a finite list of such persons qualifying under Rule 54.

In July of 1978, data was collected from Nebraska institutions of higher education to determine training program capacities in the areas of 'Early Childhood' and/or 'Special Education'. Collected information was reviewed and refined by members of the Personnel Standards Subcommittee and appears in the chart, "Training Program Capacity Inventory".

180

Instructional Personnel

Agencies Serving Handicapped Children Below Age 5*

8.01	Early Childhood/SPED	0
8.02	Early Childhood	1
	SPED	5
8.06	Degree with endorsement-other field	38
	Degree - no endorsement	8
	No degree - some hours	14
	AA	4
	No college training	25
TOTAL		95

*Data was collected from Nebraska Office of Mental Retardation Child Developmental Centers and Educational Service Units serving handicapped children below age 5. The OMR-CDCs reported staff inservice training in the following areas: motor development, language development, program development, handicapping conditions, testing and screening procedures and working with parents. Inservice training hours reported ranged from 580 hours (with 10 years of experience) to 12 hours (with 1 year of experience).

Agency: ______________________

Person Completing Form: ______________________

Address: ______________________ Phone: ______________________

Personnel Certification / Endorsement / Experience

Certified Personnel Name/Social Security #	Type	Rank	Level	Valid Period	Areas of Specialization	Dates of Employment
Non-Certified Personnel Name/Social Security #	Degree yes/no	Non-Teaching Field if Degreed		College Hours Completed		Dates of Employment
183						

183-A

Endorsement Type: 0-Preschool only
1-Preschool to 3

*( )-Not yet approved

UG - Undergraduate
G - Graduate

TRAINING PROGRAM CAPACITY INVENTORY
Nebraska Higher Education Institutions

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsements	Graduating Students from each Program
University of Nebraska Lincoln, Nebraska 68508	Elem. Ed. - Human Development (Preschool→ 6th) UG/G Through Home Ec OR Teachers' College Endorsement Type: 1			45
		Teacher of Phys. Hand. UG/G		3-5
		EMH K-9, 7-12 UG/G		45
		TMH K-9, 7-12 UG/G		15
		Emotionally Disturbed G		8-10 capacity 2-4 yr. complete
		Specific Learning Disabled G		10
		Resource Teacher K-9, 7-12 G		15-20
			Early Childhood Human Development and Special Education (Prekindergarten) UG/G Through Home Ec. OR Teachers' College Endorsement Type: 0	10 (AY '79-'80) 20 thereafter
		Speech Pathology K-12 G		20-25
		Audiology K-12 G		8-10

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
University of Nebraska Omaha, Nebraska	Early Childhood Endorsement (Elementary Ed.) UG Endorsement Type: 1			12-16
		Acoustically Handicapped UG/G (Deaf Education) K-12,K-9,7-12		13
		EMH K-12 UG/G		42
		Emotionally Disturbed K-12 G		10
		MR K-12 UG/G		12
		Orthopedically Hand. K-12 G		-
		Resource Teacher K-6, 7-12 G		38
		SLD 7-12 G		-
		Speech Path. K-12 G		29
Chadron State College Chadron, Nebraska 69337	Early Childhood Endorsement UG Endorsement Type: 1			Not Available
		EMH K-12 G MR K-12 G Resource Teacher K-12 G		Not Available ↓
Kearney State College Kearney, Nebraska 68847	Early Childhood Endorsement (Elementary Ed.) UG Endorsement Type: 0			50
		Mental Retardation K-6,7-12 UG		40
		Resource Teacher K-12 G Speech Pathology K-12 G *(SLD K-6, 7-12 UG/G)	*(Elem.Ed. Early Childhood-Special Education UG) *(Early Childhood-Special Education UG)	Not Available ↓

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
Peru State College Peru, Nebraska 68421	Early Childhood Endorsement (Elem. Ed.) UG			10
		EMH/MR (Elementary Ed.) UG		20
		Resource Teacher K-6, 7-12		Not Available
Wayne State College Wayne, Nebraska 68787	No Endorsement - Under Consideration			Not Applicable
		SLD UG/G		35
College of St. Mary Omaha, Nebraska 68124	Early Childhood Endorsement UG Endorsement Type: 1			Not Available
Concordia College Seward, Nebraska 68434	Early Childhood Endorsement (Elem. Ed.) UG			30
		EMH K-6 (Elem. Ed.) UG		30
Creighton University Omaha, Nebraska 68131		EMH, TMH K-9, 7-12 UG		10
		Emotionally Disturbed G		3-5
		Learning Disabilities G		3-5
		Resource Teacher G		1-3
Dana College Blair, Nebraska 68008		EMH K-8 UG		Not Available
Doane College Crete, Nebraska 68333	Early Childhood Endorsement			3 (AY'78-79)
	Endorsement Type: 1	MR K-12 (Elem. Ed. or Second Ed. Major) UG		5
Hastings College Hastings, Nebraska 68901		EMH K-6 UG		Not Available

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
Midland College Fremont, Nebraska 68025		MR K-12 UG		Not Available
Nebraska Wesleyan University Lincoln, Nebraska 68504		MR K-12 UG		15-20
Union College Lincoln, Nebraska	Early Childhood UG Endorsement Type: 1			Not Available
MCRI - University Medical Center Omaha, Nebraska	Human Service Technician/Specialist UG (Trained direct-contact staff members who work under direction of professionals from a variety of disciplines - services to developmentally disabled persons)			2 year program with academic and laboratory (supervised work) experience Academics--Community College (North Platte, McCook, Metro. Tech.) Laboratory--MCRI or related training Institutions
SETS (State Education Training Series) Sponsored by: NDE, Sp. Ed. Branch Cooperation with: Nebraska Consortium of Teacher Trainers in Sp. Ed. Conducted with: UN-L Div. of Continuing Studies		Credit may be applied toward Sp. Ed. Cert. UG/G (Graduate credit requires additional project)		Cooperating Colleges (transfer of credit to these Institutions may be arranged): College of St. Mary Concordia College Creighton University Doane College Hastings College Midland Lutheran Coll. Nebraska Wesleyan Univ Univ. of Nebr.-Lincoln Univ. of Nebr.-Omaha Chadron State College Kearney State College Peru State College Wayne State College

Early Childhood State Implementation Grant

In the spring of 1976 the Department of Education applied for and received funding from the Bureau of Education for the Handicapped for a grant titled, "A Regional Approach to the Coordination and Delivery of Services to Preschool Children and Their Families." Now in its third funding year, this grant has enabled the Department of Education to begin the coordination of existing services and to initiate new activities designed to expand services to previously unserved children. Similar State Implementation Grants have been funded in about twenty other states.

Chadron State College, Kearney State College and Meyer Children's Rehabilitation Institute have provided major support in this effort. Regional Coordinators have been located in these locations. The coordinators have worked closely with one another and with the Department of Education to provide inservice workshops, parent support services, and program consultation. Over seventy-five workshops have been held having an impact on about 600 people. In 1978 Parent Conferences were held in North Platte and in Omaha with about 100 parents in attendance. The conferences covered such topics as the parent and pediatrician helping the child, parents sharing personal experiences, financial assistance to families, and planning for the future.

A Parent Needs Survey conducted statewide in 1977 revealed that access to resources was a major concern of parents. To respond to this need two major projects were begun. The Regional Coordinators at Chadron and Kearney worked together to establish a Parent Resource Library housed at Chadron State College. This library contains over 800 pamphlets, books and audio visuals of interest to parents of young handicapped children in such areas as learning at home, child development, materials on various disabilities, and materials for brothers and sisters. A catalog is available to parents and they may borrow materials through the mail at no cost. The Regional Coordinator at Chadron processes about 60 requests for materials per month.

The second major effort initiated as a result of the Parent Needs Survey has been the ToyBrary-a statewide toy-lending library network operated in cooperation with the Nebraska Library Commission and twenty participating Regional Libraries. The ToyBrary Catalog available in about 250 local libraries includes information on 55 educational toys appropriate for young handicapped children. Parents borrow toys at one of the regional libraries or through mail or bookmobile service if they live in an adjoining town. They also receive a handout which suggests methods for stimulating various areas of growth and instructions on how to make a similar toy at home. A slide/tape program explaining the ToyBrary was produced and is being used with libraries, programs and parent groups. The slide/tape serves not only as an information sharing device about the service, but also addresses the productive use of toys as tools for learning.

Activities of the staff during the third funding year are focused on the implementation of LB 889. The section following will detail these efforts more fully.

Implementation of LB889

The previous sections have highlighted the various pieces of the puzzle of providing services to prekindergarten children in Nebraska. The passage of LB 889 by the Eighty-Fifth Nebraska Legislature in April of 1978 makes it imperative that the puzzle be completed--that all eligible prekindergarten handicapped children in Nebraska receive the services needed to maximize their potential for development. By placing this responsibility with local school districts it will be possible in the future to simplify the complex picture of service options.

The Development of Regional Plans

LB 889 places strong emphasis on regional planning for services to prekindergarten handicapped children. Regional planning has two major benefits: 1) since the population to be served is small, it would be inefficient for most individual school districts to independently plan and operate programs, and 2) regional planning can make optimal use of existing services where feasible.

In June of 1978 the State Board of Education approved the formation of twenty-nine regions for planning purposes. Basically these regions are congruent with Educational Service Unit boundaries. The ten largest school districts and two special education cooperatives comprise the balance of the twenty-nine regions.

Each school district in the state was informed about the planning regions, and meetings were held in each region by Department of Education staff to initiate the planning process. The groups formed planning committees and began the work of preparing plans to be submitted to the Department of Education by December 1, 1978. The plans were to include the following information specified in the statute: 1) census of eligible children; 2) procedures for identification of such children; 3) a listing of services to be used; 4) cooperative agreements where necessary; and 5) budgets for the programs. The vast majority of the plans have been submitted and have provided the information needed by the Special Education Branch to prepare budget requests for 1979-80.

The Development of Rule 54

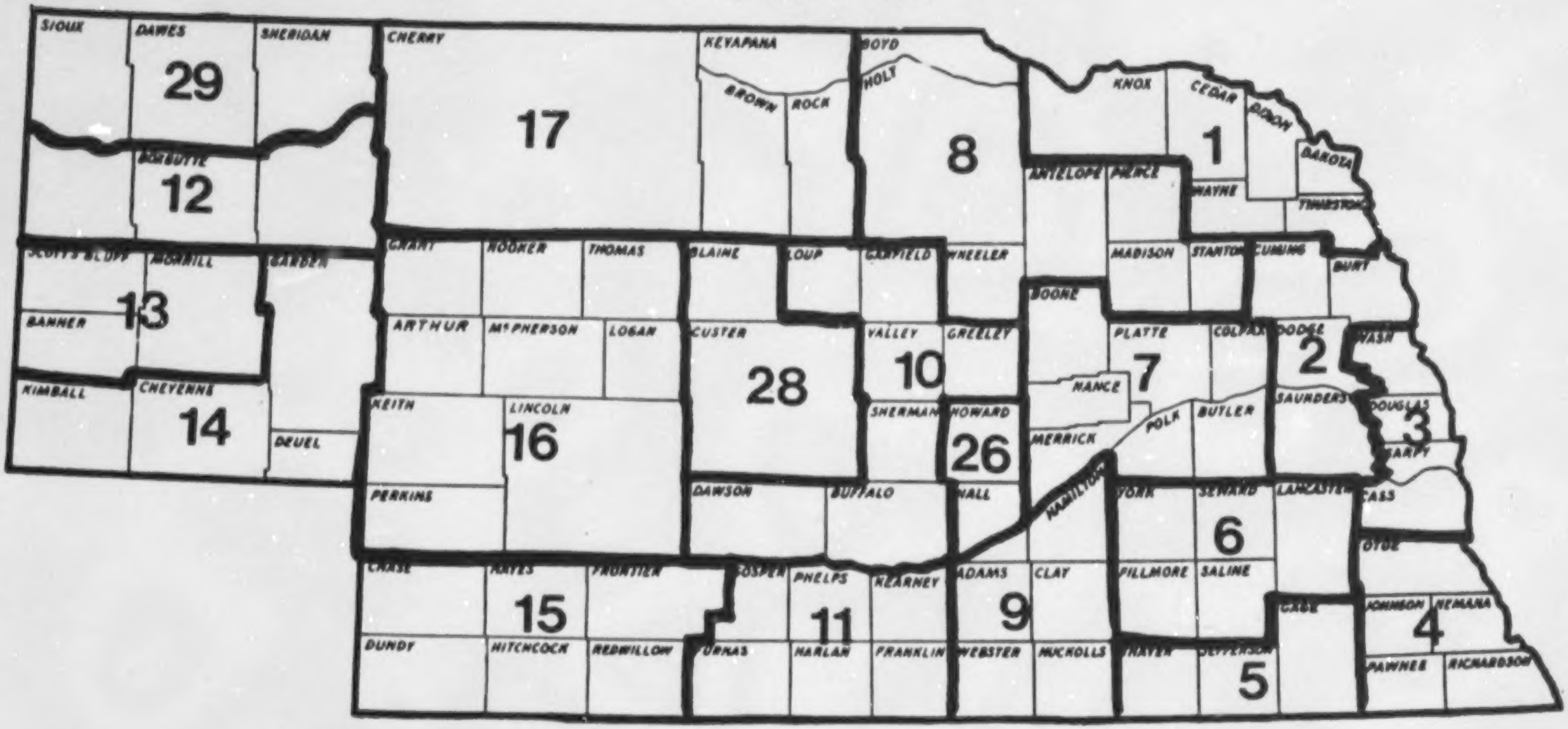
In mid-summer of 1978 the Commissioner's Task Force on Rule Development was appointed. This group met regularly over a five-month period and produced several drafts of the rule. These drafts were reviewed at public meetings by school administrators, program personnel, and parents. Written input was solicited throughout the process.

Following a Public Hearing held in December, 1978, Rule 54 was adopted by the State Board of Education on January 5, 1979. If approved by the Governor and the Attorney General, Rule 54 will be effective July 1, 1979.

The rule details all aspects of program operation and will hopefully provide school districts with the guidance they will need to assume this new responsibility.

Many people from across the state have been involved in completing this work. Because the puzzle is so complex, a high degree of cooperation among agencies has been necessary. For the most part the experience has been positive and all those so involved deserve commendation.

LB 889 PLANNING REGIONS


SIOUX
DAWES
SHERIDAN
29
12
BOX BUTTE
CHERRY
17
KEYAPAHA
BROWN
ROCK
BOYD
HOLT
8
KNOX
CEDAR
DIXON
DAKOTA
1
ANTELOPE
PIERCE
WAYNE
THURSTON
SCOTTS BLUFF
MORRILL
GARDEN
13
BANNER
KIMBALL
CHEYENNE
14
DEUEL
GRANT
HOOKER
THOMAS
ARTHUR
McPHERSON
LOGAN
KEITH
LINCOLN
16
PERKINS
BLAINE
LOUP
GARFIELD
WHEELER
CUSTER
28
VALLEY
GREELEY
10
SHERMAN
HOWARD
26
BOONE
MADISON
STANTON
CUMING
BURT
PLATTE
COLFAX
NANCE
7
DODGE
2
WASH
SAUNDERS
DOUGLAS
SARPY
3
MERRICK
POLK
BUTLER
DAWSON
BUFFALO
HALL
HAMILTON
YORK
SEWARD
6
LANCASTER
CASS
OTOE
CHASE
HAYES
FRONTIER
15
DUNDY
HITCHCOCK
REDWILLOW
GOSPER
PHELPS
KEARNEY
11
FURNAS
HARLAN
FRANKLIN
ADAMS
CLAY
9
WEBSTER
NUCKOLLS
FILLMORE
SALINE
THAYER
JEFFERSON
5
GAGE
JOHNSON
NEMAHA
4
PAWNEE
RICHARDSON

18	Lincoln	**23**	Papillion
19	Omaha	**24**	Ralston
20	Bellevue	**25**	Fremont
21	Millard	**26**	Grand Island (Includes Howard, Northern Hall, and certain districts in Merrick)
22	Westside	**27**	North Platte

APPENDIX J

REPORT OF PANHANDLE REGIONAL COORDINATOR

ACTIVITIES OF THE PANHANDLE REGIONAL COORDINATOR

Francine Dixon, working through Chadron State College, continued to operate the Parent Resource Library and to conduct inservice in the Panhandle Area on a .2FTE basis. Since this position was phased out as of September 1, 1979, the Parent Resource Library was transferred to the Nebraska Diagnostic Resource Center at Cozad. Ms. Dixon physically transferred the collection during the summer of 1979 and stayed in Cozad for the time necessary to provide inservice training to the Center staff. The various professionals at the center learned to respond to parent questions and select materials appropriate to the questions. The clerical staff at the center are now responsible for mailing and cataloging the materials.

The Core Listing of Materials was widely disseminated to libraries and preschool programs. The list was also sent to school districts as a model for materials acquisition as they begin new programs.

APPENDIX K

REPORT OF KEARNEY EARLY CHILDHOOD STUDY TEAM

ACTIVITIES OF KEARNEY EARLY CHILDHOOD STUDY TEAM

The Early Childhood Regional Coordinator at Kearney State College, Harlan Stientjes, resigned in August, 1978 to accept another position. Despite intensive efforts to hire a suitably trained person for the position, none of the applicants could have assumed the responsibilities without extensive inservice training. The heavy involvement of the Project Director in other activities of the grant make this impossible at that time. During this period the need for greater attention to planning for higher education involvement began to surface. As a result a decision was made to redirect the activities in Kearney and to form a multidisiplinary team of higher education specialists to carry out the specified activities.

The Early Childhood Study Committee developed a pre-kindergarten handicapped questionnaire to assess two areas: (1) to evaluate the areas of important pre-kindergarten teacher competencies and (2) to evaluate inservice needs. The study team was represented by the following areas: (1) special education, (2) early childhood, (3) language, (4) educational psychology, (5) inservice plus support personnel from Head Start, Home Ec., and Title XX.

The Study Team reviewed models from Illinois, Wisconsin, C. P. A., Louisiana, West Virginia, Head Start, etc. The questions were fit into categories: (1) understand normal development, (2) understand exceptionality, (3) understand learning environment, (4) understand developmental services.

These questions were reviewed, edited, and rewritten by the Early Childhood Task Force on Personnel Preparation.

A pilot study was conducted to insure item consistency and clarity of the questionnaire. Following the pilot study, the questionnaire was revised and mailed to 500 people covering the following audiences: (1) higher education, (2) teachers, (3) preservice students, (4) support personnel, (5) administrators. Upon receipt of the questionnaire the data was compiled into a final report.

A second major activity of the Study Committee was to plan a statewide conference for the personnel of Nebraska Institutions of Higher Education who do preservice or inservice training in any of the fields of Early Childhood Education.

The conference, held May 14 - 15, 1979 in Kearney, Nebraska, was designed with the following goals:

- to help Nebraska teacher trainers know the national trends in teacher training in Early Childhood.
- to know the importance of an interdisciplinary approach to Early Childhood teacher training.
- to learn of new knowledge in the fields of prevention and/detection of learning difficulties, medical research, and language development for young children.
- to learn of recent legislation affecting the field of Early Childhood Education.

Dr. Lilian Katz, nationally known Early Childhood educator, from the University of Illinois, presented her work in competencies for teachers in Early Childhood Education.

Conference participants also heard specialists in the areas of language development, health services, child psychology and physical cevelopment as they relate to teacher training programs.

Staff from four Nebraska programs in Early Childhood education reported details of their program emphasizing the skills they feel the staff should receive from their training programs both preservice and inservice.

Early Childhood Education Department
Kearney State College
Kearney, Nebraska 68847

Hey, What about me...

AN EARLY CHILDHOOD SYMPOSIUM FOR HIGHER EDUCATION PERSONNEL WHO TRAIN EDUCATORS, PSYCHOLOGISTS, LANGUAGE CLINICIANS, AND HEALTH AND PHYSICAL EDUCATION PROFESSIONS.

May 14 - 15, 1979
Holiday Inn - 308/237-3141
Kearney, Nebraska

Sponsored by:
Early Childhood Implementation Grant
Nebraska Department of Education
Kearney State College

GENERAL INFORMATION

This will be a **working** conference designed to gear up for training needs for personnel to work with prekindergarten handicapped children.

CONFERENCE OBJECTIVES:

- Translating mandatory services for prekindergarten handicapped children into staff training programs.
- Assessment of existing early childhood service models and personnel in Nebraska.
- Development of strategies for a training continuum.
- Representatives from a variety of early childhood programs will describe their programs and discuss the kinds of competencies needed by educators in their programs.

DESIGNED FOR:

College Instructors in the fields of Special Education, Psychology, Language Pathology, Physical Therapy, Health and Social Work, and all others interested in the training of staff to work with handicapped infants and preschoolers.

May 14 - 15, 1979
Holiday Inn - 308/237-3141
Kearney, Nebraska

Come to the Early Childhood Symposium and enjoy the Holiday Inn and Holidome of Kearney. Special symposium motel rates:

$20.00 - 1 person
$25.00 - 2 persons - 1 bed
$28.00 - 2 - 4 persons - 2 beds

SCHEDULE

MONDAY, MAY 14

9:00- 9:45	Registration, Coffee
9:45-10:00	Welcome - Announcements
10:00-11:00	Keynote Speech: *Current Status of Early Childhood Education*
11:00-12:00	Review and Interpretation of State Department Inservice Survey of Training Needs
12:15- 1:30	Lunch
1:45- 4:45	Sectionals

Participants will attend seminars with their areas to discuss the early childhood training needs of professionals in the following disciplines:

- Educators
- Psychologists
- Physical Educators
- Health Personnel
- Language Pathologists

5:00- 6:00	Social Hour
6:30	Banquet and Speaker: *The Future of Early Childhood Education as Reflected by Our Changing Society*

TUESDAY, MAY 15

8:30- 9:00	Eye Opener - Coffee and rolls
9:00-10:30	Model Early Childhood Programs: Head Start Community Day Care/Infant Centers, Private Preschools, State Diagnostic Centers, Home-based.
10:30-10:45	Coffee Break
10:45-11:15	Legislative Review - The Job Ahead: *Training of staff to meet LB 889*
11:15-12:00	Wrap-Up Session - Future meetings set up.

SYMPOSIUM LEADERS

KEYNOTE:
Dr. Lilian Katz, Professor of Early Childhood Education, University of Illinois

LUNCHEON:
Mr. Larry Wilson, Ms. Eleanor Bartholomew, Hastings Regional Center

Dr. Lilian Katz, Professor of Early Childhood Education, University of Illinois

LUNCHEON:

Mr. Larry Wilson, Ms. Eleanor Bartholomew, Hastings Regional Center

BANQUET:

Dr. Robert Egbert, Dean, Teachers College, University of Nebraska-Lincoln

SECTIONAL PRESENTORS:

Dr. Peter Hixon, Language Clinician, Boys Town Institute, Omaha, Nebraska
Dr. Kenton Shaffer, American Academy of Pediatrics, Kearney Medical Clinic
Dr. Joan Fairchild, Coordinator of Education Programs, University of Colorado
Dr. Don Lackey, Chairperson, Department of Health and Education, Kearney State College
Dr. Lilian Katz, University of Illinois

DISCUSSION LEADERS FOR SECTIONALS:

Dr. Halvin Johnson
Ms. Arlene Matkin
Ms. Bernie Dineen
Ms. Donna Smith
Mr. Kent Emal
Ms. Wilma Stutheit
Ms. Artie Hobbs
Dr. Joseph Donnelly

REGISTRATION FORM

Hey, What About Me? A symposium for the Assessment and Development of Training Programs for staff who will work with handicapped infants and preschoolers.

Regular, $20.00	$__________
Student, $15.00	$__________
1 hour credit, $20.00	$__________
Total	$__________

Undergraduate/graduate register on-site

Registration fee includes lunch and dinner on Monday.

NAME ______________________________

OBJECTIVES AND NEEDS

Introduction

In April of 1978 the Nebraska Legislature enacted L.B. 889, a bill to provide comprehensive special education to preschool handicapped children in Nebraska. One of the directives under L.B. 889 was that institutions of higher education must participate in developing personnel standards which take into account previous preparation and experience of candidates. With this objective in mind a study team was formulated at Kearney State College, composed of personnel from the disciplines of Early Childhood, Special Education, Educational Psychology, Language, and Inservice. The study team in conjunction with the personnel preparation task force on Pre-Kindergarten Handicapped developed a questionnaire to assess two areas.

1) To evaluate the areas of important pre-school teacher competencies and 2) to evaluate inservice needs.

Procedures

Development of the instrument

The study team reviewed models of competencies for pre-school teachers from Illinois, Wisconsin, C.D.A. (Child Development Associate) Louisiana, West Virginia, Head Start, etc. From these models and committee input questions were developed in four areas: (1) understanding normal development, (2) understanding exceptionality, (3) understanding learning environment, (4) understanding developmental services.

These questions were reviewed, edited and rewritten by the Early Childhood Task Force on Personnel Preparation.

A pilot study was conducted to insure item consistency and clarity of the questionnaire. Following the pilot study, the questionnaire was revised. A copy of the questionnaire appears in the Appendix.

Sample selection and questionnaire mailing

Lists of pre-schools and nursery schools, programs for the handicapped and day-care centers in Nebraska were compiled, giving the following population figures.

Institutions	Population Size
Pre-schools & Nursery Schools	213
Day-Care Centers	153
Programs for the Handicapped	49

A list of college professors in Nebraska involved in pre-school education was also compiled, giving a population figure of 57 people.

Through the use of the Table of Random Numbers, 170 packages were mailed to a random sample of 170 early childhood institutions with sample break-downs as follows.

Institutions	Sample Size
Pre-schools & Nursery Schools	78
Day-Care Centers	55
Programs for the Handicapped	17

Each package contained 4 questionnaires and was mailed to the director of the institution. The director was requested to fill in one questionnaire, to give two questionnaires to two teachers (if there are 2 or more teachers), and to give the last questionnaire to a member of the support staff (if there is any).

Also through the use of the Table of Random Numbers, 20 questionnaires were mailed to a random sample of 20 college professors involved in early childhood education. Finally, three instructors from three different colleges were each requested to distribute 20 questionnaires to a random sample of 20 preservice students being trained in early childhood and/or special education.

The usable questionnaire returns were as follows:

Category	# Returns
Higher Education	9
Preservice Students	42
Pre-schools & Nursery Schools	40
Programs for the Handicapped	15
Day-Care Centers	24
TOTAL	130

Results

The data were analyzed for the total sample as well as for different groups within the total sample. Comparison of different groups was done on the following dimensions:

1. Profession (preservice and different professional groups)
2. Position (administrators vs. teachers vs. support staff)
3. Location (urban vs. rural)
4. Type of program (center-based vs. home/center based)
5. Certification (holding certificates vs. not holding)
6. Experience in pre-school (4 or more years vs. fewer)
7. Pre-school inservice (none vs. at least some)
8. Area of specialization (education vs. others)

The results for the total sample will be presented first, followed by the results on comparing different groups within the total sample.

A. Total Sample

Mean competency ratins as well as inservice need ratings of all early childhood knowledge or skill items were computed for the total sample and presented in Table 1. The ordering of the items is as appeared in the questionnaire.

TABLE 1

TOTAL MEAN COMPETENCY RATING AND MEAN INSERVICE NEED BY ITEM

Item #	Competency Rating		Inservice Need	
	N	$\overline{X}$	N	$\overline{X}$
One01	120	4.98	112	3.23
One02	127	5.37	120	3.55
One03	126	5.50	120	3.84
One04	122	4.82	113	3.25
One05	125	5.35	117	3.55
One06	126	5.46	115	3.67
One07	126	5.25	116	3.52
One08	126	5.43	116	3.80
One09	127	5.31	116	3.75
One10	125	4.74	114	3.43

Item #	Competency Rating		Inservice Need	
	N	$\bar{X}$	N	$\bar{X}$
Two01	124	5.05	111	3.95
Two02	124	4.98	112	4.12
Two03	125	5.02	109	4.21
Two04	122	5.12	109	4.20
Two05	123	5.11	110	4.38
Two06	123	5.15	111	4.49
Two07	124	5.01	113	3.98
Two08	122	4.69	109	3.74
Two09	124	5.48	113	3.98
Two10	124	5.46	112	4.06
Two11	126	5.48	113	4.10
Two12	125	5.40	112	3.98
Three01	118	4.87	105	3.76
Three02	119	5.26	105	3.89
Three03	117	5.09	104	3.93
Three04	118	5.35	106	4.08
Three05	118	5.55	106	4.24
Three06	118	5.26	105	4.25
Three07	119	5.54	103	3.90
Three08	119	5.36	105	3.67
Three09	125	5.24	113	3.78
Three10	125	5.11	112	3.62
Three11	124	5.09	113	3.80
Three12	126	5.15	113	4.00
Three13	125	4.86	111	3.58
Three14	125	5.23	110	3.66
Three15	125	5.21	112	3.53
Three16	125	5.56	111	3.93
Four01	124	5.08	111	3.70
Four02	124	5.19	113	3.62
Four03	124	5.09	111	3.88
Four04	121	5.51	106	3.92

Item #	Competency Rating		Inservice Need	
	N	$\overline{X}$	N	$\overline{X}$
Five01	124	5.28	113	4.17
Five02	122	5.11	109	4.07
Five03	125	5.14	112	3.87
Five04	124	4.88	111	4.00
Five05	122	5.06	111	4.00
Five06	123	4.73	111	3.91
Five07	124	5.13	112	4.09

The Pearson product moment correlation coefficient was computed for the competency mean ratings and inservice need ratings and was found to be 0.21 which is not significant ($t(47) = 1.47$, $p > .01$).

Tables 1.1 and 1.2 which follow show the items in the order of ratings from highest to lowest, Table 1.1 for competency rating and Table 1.2 for inservice need. Each item is also described in words rather than item number as Table 1.

TABLE 1.1

COMPETENCY RATING HIGHEST PRIORITY TO LOWEST BY ITEM BY GROUP MEAN

Group Mean	Item
5.56	Select, develop, and provide materials in the areas of language, motor development, intellectual development, social-emotional development and self-help skills.
5.55	Assist parents in developing a positive self-concept and a positive relationship with their child.
5.54	Select appropriate materials for the child's age, ability and developmental needs.
5.51	Understand one's own attitude, prejudices, feelings, and response as they influence and are influenced by handicapped children and to utilize this understanding positively in working with them.

Group Mean	Item
5.50	Understand social-emotional development. Examples: Understand and facilitate the child's formation of an attachment bond with a caretaker/parent. Understand and facilitate imaginary play which develops emotional maturity. Understand and facilitate children's growth from playing side by side to playing together.
5.48	Identify strengths and weaknesses.
	Evaluate progress.
5.46	Identify developmental changes and provide appropriate activities in fine motor development. Examples: Mark with crayon Assemble puzzles Assemble pegboard
	Plan and implement appropriate activities.
5.43	Understand and facilitate the major steps in language development. Examples: Receptive language where child understands speech and gestures. Expressive language in use of gestures and one, two, or three-word sentences.
5.40	Utilize basic teacher observation strategy
5.37	Toddlers (Preschoolers) Examples: The ability to order objects from the shortest to the tallest, etc. The ability to group objects by common properties, i.e., shape, color, etc. Ability to take coordinated roles in an imaginary play sequence, i.e. mamma and baby.
5.36	Use and demonstrate instructional materials for the young child.
5.35	Toddlers--Preschoolers Examples: walk climb run throw jump catch
	Assist parents in seeking out needed support service.

Group Mean	Item
5.31	Understand and facilitate the major auditory and visual processing skills. Examples: Attention--ability to direct and sustain attention to sounds, includes ability to select relevant stimulus from background of irrelevant stimuli and to continue selectively for appropriate length of time. Discrimination--ability to detect similarities and differences between sounds. Memory--ability to remember and recall Comprehension--ability to derive meaning from auditory stimulus.
5.28	Understand availability of services for handicapped children (i.e. public health services, professional organizations, lending service [toybrary], Child Find)
5.26	Assist parents in identifying goals for their children.
	Understand typical problems faced by families of young handicapped children using that information to help the peers, siblings, and parents cope more effectively with the child.
5.25	Identify developmental changes and provide appropriate activities in sensory-motor coordination.
5.24	Use a variety of approaches to achieve parent involvement.
5.23	Organize and equip a learning environment which facilitates independent learning in interest centers.
5.21	Arranges room, furniture and equipment to allow the children to be self-reliant.
5.19	Understand the effects of stereotyping by race, sex, or handicapping conditions on personal growth.
5.15	Specific learning disabilities.
	Understand the typical problems faced by families of young handicapped children using that information to help the peers, siblings, and parents cope effectively with the child.
5.14	Be able to develop a written plan for preschool.
5.13	Know state and federal requirements for early childhood programs.
5.12	Delay disorders in speech and/or language development.

Group Mean	Item
5.11	Emotionally disturbed.
	Gather, record, and use data from parents.
	Understand responsibility of local school district in providing appropriate services for pre-kindergarten handicapped.
5.09	Assist parents in seeking out needed support service.
	Guide and train parents in observing their child and the use of instructional materials.
	Understand the problems encountered by the preschool child who must shift from the language learned at home to the language used in the educational setting.
5.08	Understand the cultural values of the ethnic and racial groups in the population served.
5.06	Understand personnel requirements and certification standards which may be required to work in early childhood programs of all categories.
5.05	Physically handicapped.
5.02	Acoustically handicapped (hearing impaired)
5.01	Mentally handicapped (mild to profound)
4.98	Identify and provide appropriate opportunities and activities for the major steps in intellectual growth. a. Infants Examples: The ability to use one behavior to facilitate another, i.e. push cushion aside to reach a toy. Systematically vary an action in order to observe the consequences, i.e. drops an object from many positions. The knowledge that an object exists even when it is not seen, i.e. looks for the ball that rolls behind the box.
4.88	Know funding sources.
4.87	Understands the objectives of a home-based curriculum.
4.86	Identify and describe the minimum requirements of space and equipment needed in a program for young children.

Group Mean	Item
4.82	Identify steps in gross motor development and provide appropriate activities. a. Infants Examples: log roll knee walk sitting position standing position
4.74	Understand the physical development as related to language. Examples: chewing sucking swallowing
4.73	Understand provisions of services for children under 3 years through home-based programs.
4.69	Identify and understand the degree of handicaps when related to profound, severe, moderate, and mild.

TABLE 1.2

INSERVICE NEED HIGHEST PRIORITY TO LOWEST BY ITEM BY GROUP MEAN

Group Mean	Item
4.49	Specific learning disabilities
4.38	Emotionally disturbed
4.25	Understand typical problems faced by families of young handicapped children using that information to help the peers, siblings, and parents cope more effectively with the child.
4.24	Assist parents in developing a positive self-concept and a positive relationship with their child.
4.21	Acoustically handicapped (hearing impaired).
4.20	Delay disorders in speech and/or language development.
4.17	Understand availability of services for handicapped children, (i.e. public health services, professional organization, lending service [toybrary], Child Find).
4.12	Visually handicapped
4.10	Evaluate progress

Group Mean	Item
4.09	Know state and federal requirements for early childhood programs.
4.08	Assist parents in seeking out needed support services.
4.07	Understand responsibility of local school district in providing appropriate services for pre-kindergarten handicapped.
4.06	Plan and implement appropriate activities.
4.00	Understand the typical problems faced by families of young handicapped children using that information to help the peers, siblings, and parents cope effectively with the child.
	Know funding sources.
	Understand personnel requirements and certification standards which may be required to work in early childhood programs of all categories.
3.98	Mentally handicapped (mild to profound).
	Identify strengths and weaknesses.
	Utilize basic teacher observation strategy.
3.95	Physically handicapped.
3.93	Guide and train parents in observing their child and the use of instructional materials.
	Select, develop, and provide materials in the areas of language, motor development, intellectual development, social-emotional development and self-help skills.
3.92	Understand one's own attitude, prejudices, feelings, and responses as they influence and are influenced by handicapped children and to utilize this understanding positively in working with them.
3.91	Understand provisions of services for children under 3 years through home-based programs.
3.90	Select appropriate materials for the child's age, ability, and developmental needs.
3.89	Assist parents in identifying goals for their children.
3.88	Understand the problems encountered by the preschool child who must shift from the language learned at home to the language used in the educational setting.

Group Mean	Item
3.87	Be able to develop a written plan for preschool.
3.84	Understand social-emotional development. Examples: Understand and facilitate the child's formation of an attachment bond with a caretaker/parent. Understand and facilitate imaginary play which develops emotional maturity. Understand and facilitate children's growth from playing side by side to playing together.
3.80	Understand and facilitate the major steps in language development. Examples: Receptive language where child understands speech and gestures. Expressive language in use of gestures and one, two, or three word sentences.
	Guide and train parents in observing their child and the use of instructional materials.
3.78	Use a variety of approaches to achieve parent involvement.
3.76	Understands the objectives of a home-based curriculum.
3.75	Understand and facilitate the major auditory and visual processing skills. Examples: . Attention--ability to direct and sustain attention to sounds, includes ability to select relevant stimulus from background of irrelevant stimuli and to continue selectively for appropriate length of time. Discrimination--ability to detect similarities and differences between sounds. Memory--ability to remember and recall. Comprehension--ability to derive meaning from auditory stimuli.
3.74	Identify and understand the degree of handicaps when related to profound, severe, moderate, and mild.
	Identify and plan programs for children's strengths and weaknesses.
3.70	Understand the cultural values of the ethnic and racial groups in the population served.
3.67	Identify developmental changes and provide appropriate activities in fine motor development.
	Use and demonstrate instructional materials for the young child.

Group Mean	Item
3.66	Organize and equip a learning environment which facilitates independent learning in interest centers.
3.62	Gather, record and use data from parents.
	Understand the effects of stereotyping by race, sex, or handicapping conditions on personal growth.
3.58	Identify and describe the minimum requirements of space and equipment needed in a program for young children.
3.55	Toddlers (Preschoolers) Examples: The ability to order objects from the shortest to the tallest, etc. The ability to group objects by common properties, i.e. shape, color, etc. Ability to take coordination roles in an imaginary play sequence, i.e. mamma and baby.
	Toddlers--Preschoolers Examples: walk climb run throw jump catch
3.53	Arranges room, furniture and equipment to allow the children to be self-reliant.
3.52	Identify developmental changes and provide appropriate activities in sensory-motor coordination. Examples: Locate and grasp toy Respond to sound Tracing a dotted line
3.43	Understand the physical development as related to language. Examples: chewing sucking swallowing
3.25	Infants Examples: log roll knee walk sitting position standing position

Group Mean	Item
3.23	Infants Examples: The ability to use one behavior to facilitate another, i.e. push cushion aside to reach toy. Systematically vary an action in order to observe the consequences, i.e. drops an object from many positions. The knowledge that an object exists even when it is not seen, i.e. looks for the ball that rolls behind the box.

B. Comparing Different Groups

B.1. Preservice and different professional groups. Five groups were compared: Higher education (n=9), Preservice (n=42), Preschool (n=40), Program for the handicapped (n=15), and Day-care center (n=24). Analyses of variance were performed on their competency ratings as well as their inservice need ratings item by item. Where there was a significant difference ($p < .01$), a Student-Newman-Keuls analysis was also performed to determine specifically where the significant difference is. The results of the analyses are show in Table 2.

TABLE 2

COMPARING DIFFERENT GROUPS ON COMPETENCY RATING AND INSERVICE NEED BY ITEM

Item #	Mean (Competency Rating)					Sig	Mean (Inservice Need)					Sig
	Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare		Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare	
One01	5.44	4.93	4.44'	5.62"	5.43	**	3.80	4.38"	2.43'	2.54'	2.86'	**
One02	5.67	5.20	5.38	5.73	5.30	ns	4.20	4.10	2.95	3.13	3.74	ns
One03	6.00	5.24	5.67	5.67	5.39	ns	4.60	4.59	3.05	3.87	3.70	**
One04	5.78"	4.74	4.34'	5.71"	4.77	**	3.80	4.41"	3.38'	3.00'	2.68'	**
One05	5.78	5.10	5.47	5.57	5.30	ns	3.60	4.46"	2.95'	2.73'	3.57	**
One06	5.89	5.21	5.67	5.50	5.35	ns	3.60	4.55"	2.86'	2.92'	3.95	**
One07	5.89	4.95	5.23	5.69	5.30	ns	3.60	4.37"	2.69'	3.00'	3.70	**
One08	6.00	5.21	5.26	5.93	5.57	ns	3.80	4.39	3.36	3.14	3.91	ns

Item #	Mean (Competency Rating)					Sig	Mean (Inservice Need)					Sig
	Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare		Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare	
One09	5.78	5.15	5.38	5.67	5.04	ns	4.00	4.27	3.28	3.67	3.65	ns
One10	5.88	4.45	4.55	5.07	5.00	ns	4.40	3.87	2.88	3.29	3.39	ns
Two01	5.56	5.26	4.62	5.21	5.10	ns	4.60	4.43	3.33	3.36	4.47	**
Two02	5.44	5.24	4.56	5.21	4.90	ns	4.60	4.62	3.69	3.53	4.32	ns
Two03	5.44	5.31	4.56	5.13	5.00	ns	4.60	4.83"	3.63'	3.29'	4.68"	**
Two04	5.89	5.26	4.69	5.47	5.10	ns	4.60	4.81"	3.80'	3.07'	4.53	**
Two05	5.67	5.37	4.74	5.14	5.00	ns	4.60	5.03	3.78	4.00	4.50	ns
Two06	5.22	5.43	4.92	5.08	5.00	ns	4.00	5.08"	4.26	3.60'	4.53	**
Two07	5.44	5.17	4.54	5.50	5.05	ns	4.60	4.42	3.67	3.00	4.32	ns
Two08	5.57	4.85	4.36	4.73	4.65	ns	4.67	4.40	3.41	2.60	3.95	**
Two09	6.00	5.38	5.38	5.93	5.30	ns	4.40	4.51"	3.54'	3.07'	4.35	**
Two10	6.00	5.49	5.28	5.93	5.19	ns	4.40	4.58"	3.73	2.64'	4.65	**
Two11	6.00	5.55	5.33	5.87	5.14	ns	4.80	4.49	3.83	3.20	4.35	s
Two12	6.00	5.36	5.34	5.33	5.38	ns	4.40	4.32	3.78	3.29	4.10	ns
Three01	5.88	4.71	4.73	5.40	4.63	ns	5.00	4.45	3.29	3.14	3.23	**
Three02	5.89	5.36	4.97	5.60	5.00	ns	5.40"	4.73"	3.34'	2.87'	3.54	**
Three03	5.78	5.00	4.95	5.60	4.75	ns	5.20	4.71	3.35	3.28	3.38	**
Three04	5.89	5.48	5.14	5.50	5.06	ns	5.20	4.68	3.51	3.40	4.15	**
Three05	5.89	5.69	5.38	5.64	5.31	ns	5.20	5.03	3.34	4.47	3.69	**
Three06	5.89	5.43	5.11	5.36	4.75	ns	5.00	5.00"	3.54'	4.27	3.69'	**
Three07	5.89	5.48	5.49	5.80	5.38	ns	5.00"	4.79"	3.27	2.86'	3.62	**
Three08	5.78	5.40	5.16	5.60	5.25	ns	5.00"	4.50"	2.91'	2.60'	3.92	**
Three09	6.00	5.00	5.26	5.64	5.10	ns	3.60	4.43	3.38	3.57	3.50	ns
Three10	6.00	5.10	4.92	5.29	5.00	ns	2.80	4.36	3.05	3.43	3.65	**
Three11	5.78	4.88	5.15	5.57	4.76	ns	3.80	4.54"	3.38'	3.29'	3.55'	**
Three12	5.78	5.21	5.05	5.27	4.86	ns	3.00	4.54	3.59	4.07	3.95	ns
Three13	5.67	4.71	4.90	4.93	4.71	ns	3.00	4.24	3.17	3.31	3.40	ns
Three14	5.78	5.10	5.31	5.43	5.00	ns	3.00	4.28	3.17	3.54	3.70	ns
Three15	5.67	4.95	5.28	5.57	5.14	ns	3.00	4.14	3.11	3.14	3.55	ns
Three16	5.89	5.40	5.56	5.93	5.48	ns	2.80	4.84	3.36	3.14	4.11	*

Item #	Mean (Competency Rating)					Sig	Mean (Inservice Need)					Sig
	Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare		Grp 1 Higher Ed	Grp 2 Pre-Service	Grp 3 Pre-School	Grp 4 Handic	Grp 5 Daycare	
Four01	6.00	4.83	5.10	5.00	5.24	ns	2.80	4.39	3.26	3.36	3.60	**
Four02	5.75	4.98	5.31	5.27	5.14	ns	3.00	4.29	3.17	3.43	3.45	ns
Four03	5.88	5.00	4.97	5.21	5.10	ns	2.80	4.46	3.49	3.50	4.05	ns
Four04	6.00	5.27	5.61	5.67	5.50	ns	3.75	4.44	3.41	3.31	4.32	ns
Five01	5.75	5.24	5.38	5.13	5.10	ns	3.80	4.62	3.92	3.67	4.25	ns
Five02	5.63	5.10	4.89	5.40	5.10	ns	3.80	4.51	3.61	3.46	4.60	ns
Five03	5.67	5.17	5.03	5.33	4.95	ns	4.20	4.70"	3.44'	2.50'	3.95	**
Five04	5.38	4.98	4.85	5.00	4.48	ns	4.80	4.46	3.86	3.57	3.50	ns
Five05	5.38	4.90	5.21	4.93	5.05	ns	3.80	4.27	3.86	3.71	4.00	ns
Five06	5.25	4.80	4.51	5.27	4.40	ns	4.40	4.41	3.69	3.36	3.63	ns
Five07	5.38	5.17	5.08	5.27	4.95	ns	4.00	4.65	3.97	3.64	3.60	ns

Note: ** $p < .01$
ns $p > .01$
' Low mean } Student-Newman-Keuls
" High mean } Significant Difference

B.2. Position. Three groups were compared, administrators (n=33), teachers (n=32), and support staff (n=15). Analyses of variance were performed on their competency ratings as well as their inservice need ratings item by item. Where there was a significant difference in an analysis of variance, a Student-Newman-Keuls analysis was also performed to determine specifically where the significant difference is. The results of the anlayses are shown in Table 3.

TABLE 3

COMPARING ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF ON COMPETENCY RATING AND INSERVICE NEED BY ITEM

Item #	Mean (Competency Rating)			Sig	Mean (Inservice Need)			Sig
	Administrators (03)	Teachers (04)	Support Staff (05)		Administrators (03)	Teachers (04)	Support Staff (05)	
One01	4.70	5.11	5.29	ns	2.61	2.62	2.57	ns
One02	5.34	5.48	5.53	ns	3.65	3.00	2.86	ns
One03	5.56	5.55	5.73	ns	3.59	3.13	3.60	ns
One04	4.83	4.67	4.80	ns	2.87	2.48	2.47	ns
One05	5.59	5.28	5.47	ns	3.58	3.03	2.27	ns
One06	5.63	5.35	5.79	ns	3.29	3.29	2.93	ns
One07	5.47	5.13	5.50	ns	3.42	3.00	2.50	ns
One08	5.47	5.47	5.57	ns	3.77	3.52	2.93	ns
One09	5.41	5.32	5.27	ns	3.48	3.45	3.53	ns
One10	4.97	4.77	4.50	ns	3.31	3.00	3.07	ns
Two01	4.78	4.93	5.00	ns	3.77	3.48	3.92	ns
Two02	4.81	4.83	4.69	ns	4.06	3.56	4.00	ns
Two03	4.84	4.86	4.64	ns	4.06	3.74	3.73	ns
Two04	5.09	4.90	4.86	ns	3.93	3.96	3.58	ns
Two05	4.94	5.07	4.46	ns	4.07	4.19	3.67	ns
Two06	5.09	5.07	4.50	ns	4.23	4.26	4.08	ns
Two07	4.88	4.90	4.85	ns	3.84	3.52	3.92	ns
Two08	4.41	4.72	4.43	ns	3.48	3.26	3.57	ns
Two09	5.41	5.54	5.50	ns	4.03	3.44	3.50	ns
Two10	5.38	5.28	5.64	ns	4.13	3.70	3.29	ns
Two11	5.34	5.24	5.80	ns	4.10	3.65	3.80	ns
Two12	5.34	5.31	5.50	ns	4.03	3.48	3.92	ns
Three01	4.94	4.58	5.33	ns	3.39	3.00	3.64	ns
Three02	5.13	5.04	5.33	ns	3.39	3.33	3.08	ns
Three03	4.87	5.08	5.50	ns	3.39	3.25	3.70	ns
Three04	5.30	5.00	5.42	ns	3.71	3.42	4.00	ns
Three05	5.32	5.46	5.64	ns	3.68	3.75	3.75	ns
Three06	5.06	5.08	5.18	ns	3.54	3.92	4.08	ns
Three07	5.52	5.46	5.75	ns	3.48	3.13	3.20	ns

Item #	Mean (Competency Rating)			Sig	Mean (Inservice Need)			Sig
	Administrators (03)	Teachers (04)	Support Staff (05)		Administrators (03)	Teachers (04)	Support Staff (05)	
Three08	5.35	5.15	5.42	ns	3.59	2.83	2.50	ns
Three09	5.31	5.17	5.50	ns	3.94	3.11	3.07	ns
Three10	5.06	4.97	5.07	ns	3.61	3.15	2.93	ns
Three11	5.09	5.14	5.21	ns	3.55	3.44	3.21	ns
Three12	5.00	5.14	5.00	ns	3.52	3.96	4.21	ns
Three13	4.97	4.79	4.79	ns	3.48	2.85	3.54	ns
Three14	5.44	5.17	5.00	ns	3.68	3.11	3.25	ns
Three15	5.47	5.14	5.29	ns	3.74	3.00	2.54	ns
Three16	5.59	5.55	5.79	ns	3.74	3.23	3.54	ns
Four01	5.19	5.03	5.21	ns	3.50	3.27	3.31	ns
Four02	5.38	5.10	5.33	ns	3.45	3.30	3.00	ns
Four03	5.19	4.72	5.50	ns	3.57	3.44	4.38	ns
Four04	5.62	5.54	5.67	ns	3.82	3.69	3.38	ns
Five01	5.53	4.93	5.33	ns	4.03	3.93	4.00	ns
Five02	5.23	4.90	5.07	ns	4.13	3.77	3.64	ns
Five03	5.22	4.83	5.27	ns	3.58	3.38	3.21	ns
Five04	4.78	4.52	5.33	ns	3.71	3.40	4.36	ns
Five05	5.19	4.86	5.47	ns	4.16	3.44	4.14	ns
Five06	4.59	4.45	5.21	ns	3.71	3.35	4.08	ns
Five07	5.00	4.86	5.73	ns	3.84	3.54	4.14	ns

Note: ** $p < .01$
ns $p > .01$
' Low mean } Student-Newman-Keuls
" High mean } Significant Difference

B.3. Location. Early childhood service personnel in Omaha and Lincoln (n=25) combined were compared with those in other areas of Nebraska (n=53). t tests were performed on their competency ratings as well as inservice need ratings item by item. t tests of the competency ratings did not indicate a significant difference at the .01 level on any of the items and therefore will not be displayed in a table. On the other hand, t tests on the inservice need ratings indicated significant differences (at the .01 level) on a number of items.

The results on inservice need ratings are shown in Table 4.

TABLE 4
COMPARING RURAL WITH URBAN ON INSERVICE NEED BY ITEM

Item	Mean (Inservice Need) Group 1 Rural	Group 2 Urban	Sig
One01	2.71	2.38	ns
One02	3.35	2.96	ns
One03	3.57	3.00	ns
One04	2.70	2.38	ns
One05	3.29	2.65	ns
One06	3.41	2.78	ns
One07	3.14	2.91	ns
One08	3.72	3.00	ns
One09	3.67	3.04	ns
One10	3.17	3.04	ns
Two01	3.74	3.45	ns
Two02	3.83	3.82	ns
Two03	3.89	3.76	ns
Two04	4.02	3.50	ns
Two05	4.24	3.55	ns
Two06	4.30	3.95	ns
Two07	3.85	3.36	ns
Two08	3.45	3.23	ns
Two09	3.96	3.09	ns
Two10	4.08	3.13	ns
Two11	4.13	3.26	ns
Two12	4.02	3.26	ns
Three01	3.48	2.67	ns
Three02	3.62	2.39	**
Three03	3.84	2.17	**
Three04	3.78	3.22	ns
Three05	4.09	2.67	**
Three06	3.89	3.39	ns
Three07	3.69	2.22	**
Three08	3.34	2.33	ns

Item	Mean (Inservice Need) Group 1 Rural	 Group 2 Urban	Sig
Three09	3.63	3.09	ns
Three10	3.63	2.61	**
Three11	3.77	2.65	**
Three12	3.83	3.70	ns
Three13	3.39	3.00	ns
Three14	3.67	2.83	ns
Three15	3.45	2.83	ns
Three16	3.91	2.68	**
Four01	3.38	3.39	ns
Four02	3.49	2.91	ns
Four03	3.61	3.74	ns
Four04	3.83	3.25	ns
Five01	4.19	3.48	ns
Five02	4.04	3.52	ns
Five03	3.57	3.04	ns
Five04	3.70	3.68	ns
Five05	3.89	3.82	ns
Five06	3.68	3.45	ns
Five07	3.91	3.57	ns

Note: ** $p < .01$
ns $p > .01$ (not significant)

b.4. Type of Program. Comparison of competency ratings as well as inservice need ratings was made between personnel in the center-based programs (n=58) and home/center based programs (n=17). Significant differences (at the .01 level) as indicated by *t* tests were found on a number of items in both competency ratings and inservice need ratings. The results are shown in Table 5.

TABLE 5

COMPARING CENTER-BASED WITH HOME/CENTER-BASED ON COMPETENCY RATING AND INSERVICE NEED BY ITEM

	Mean (Competency Rating)			Mean (Inservice Need)		
Item	Group 1 Center-based	Group 2 Home/Center-based	Sig	Group 1 Center-based	Group 2 Home/Center-based	Sig
One01	4.80	5.60	ns	2.57	2.87	ns
One02	5.40	5.81	ns	3.27	3.00	ns
One03	5.58	5.69	ns	3.52	2.88	ns
One04	4.48	5.73	**	2.49	2.93	ns
One05	5.39	5.56	ns	3.30	2.25	ns
One06	5.52	5.63	ns	3.49	2.13	**
One07	5.20	5.69	ns	3.24	2.50	ns
One08	5.36	5.94	ns	3.52	3.50	ns
One09	5.23	5.75	ns	3.47	3.69	ns
One10	4.60	5.44	ns	3.19	3.13	ns
Two01	4.79	5.19	ns	3.88	3.00	ns
Two02	4.72	5.06	ns	3.96	3.50	ns
Two03	4.72	5.13	ns	4.00	3.47	ns
Two04	4.78	5.69	**	4.00	3.27	ns
Two05	4.85	5.19	ns	4.08	3.81	ns
Two06	4.87	5.47	ns	4.25	3.79	ns
Two07	4.70	5.56	ns	3.96	2.94	ns
Two08	4.46	4.69	ns	3.71	2.31	**
Two09	5.40	5.88	ns	3.98	2.63	**
Two10	5.28	5.88	ns	4.21	2.25	**
Two11	5.29	5.88	ns	4.12	2.88	**
Two12	5.33	5.56	ns	3.98	3.00	ns
Three01	4.58	5.69	**	3.33	2.88	ns
Three02	4.92	5.81	**	3.41	2.69	ns
Three03	4.85	5.81	**	3.38	3.13	ns
Three04	5.17	5.40	ns	3.84	3.00	ns
Three05	5.40	5.63	ns	3.61	3.81	ns
Three06	4.89	5.56	ns	3.77	3.69	ns
Three07	5.46	5.81	ns	3.55	2.27	**
Three08	5.21	5.63	ns	3.30	2.25	ns

	Mean (Competency Rating)			Mean (Inservice Need)		
Item	Group 1 Center-based	Group 2 Home/Center-based	Sig	Group 1 Center-based	Group 2 Home/Center-based	Sig
Three09	5.19	5.75	ns	3.42	3.44	ns
Three10	4.89	5.50	ns	3.29	3.25	ns
Three11	4.98	5.69	ns	3.48	3.13	ns
Three12	4.87	5.56	ns	3.91	3.44	ns
Three13	4.87	4.81	ns	3.41	2.67	ns
Three14	5.15	5.56	ns	3.45	2.87	ns
Three15	5.26	5.56	ns	3.37	2.67	ns
Three16	5.59	5.88	ns	3.71	2.67	ns
Four01	5.04	5.25	ns	3.40	3.31	ns
Four02	5.16	5.44	ns	3.37	3.00	ns
Four03	4.89	5.44	ns	3.64	3.63	ns
Four04	5.50	5.80	ns	3.85	3.07	ns
Five01	5.18	5.38	ns	4.21	3.00	ns
Five02	4.98	5.44	ns	4.10	3.07	ns
Five03	5.07	5.31	ns	3.82	2.00	**
Five04	4.73	5.00	ns	3.73	3.47	ns
Five05	5.17	5.06	ns	4.06	3.19	ns
Five06	4.44	5.31	ns	3.72	3.25	ns
Five07	5.16	4.94	ns	4.00	3.13	ns

Note: ** $p < .01$
ns $p > .01$ (not significant)

B.5. Certification. Respondents who hold certificates (n=37) were compared with those who do not (n=42). *t* tests were performed on their competency ratings as well as inservice need ratings item by item. None of the *t* tests indicated a significant difference at the .01 level.

B.6. Experience in Preschool. Respondents who had 4 or more years experience in preschools (n=34) were compared with those who had fewer years experience (n=34). *t* tests were performed on their competency ratings and inservice ratings on all items. No significant difference (at the .01 level) was found on any of the items, either competency ratings or inservice ratings.

B.7. Preschool Inservice. Respondents who had at least some hours in preschool inservice (n=24) were compared with those who indicated having none (n=36). *t* tests were performed on their competency ratings and inservice need ratings, item by item. No significant difference (at the .01 level) was found on any item in the competency ratings. Only one item in the inservice need ratings, item One09, indicated significant difference between the two groups of respondents (a mean ratings of 2.87 by the no-inservice group, and 4.04 by the at-least-some-inservice group).

B.8. Area of specialization. Respondents whose areas of specialization are in education (n=37) and those whose areas of specialization (n=37) are not in education were compared. The *t* tests performed did not show significant difference (at the .01 level) between them on any item, whether it was competency rating or inservice need rating.

Discussion

Total Sample

An examination of Table 1 indicates that the overall competency rating (range = 4.69-5.56, grand mean = 5.19) is higher than the overall inservice need rating (range = 3.23-4.49, grand mean = 3.87). This higher rating of competencies is also true when the total sample is broken down into various smaller groups as evidence by inspection of Tables 2 and 3.

One might expect that if the rating of a particular competency is high, the inservice need rating of that particular competency would also tend to be high. This is not, however, the case. The correlation between the two sets of ratings turns out to be only 0.21 which is not significant at the .01 level.

Comparing Different Groups

1. Comparison was made among five groups: Higher education, Preservice, Preschools, Programs for the Handicapped, and Day-care Centers. Significant differences (at the .01 level) were found at several items. Examination of Table 2 indicates that these differences occurred in the inservice need rating far more than competency rating. In competency rating only 2 items show significant differences among groups, with the Program for the Handicapped group rating both items significantly higher than the Preschool group. In inservice need rating, 26 items show significant differences among groups. It is worth noting that in all the 26 items that indicate significant differences among groups, the Preservice group consistently rated the inservice need the highest. This is to be expected since the preservice group is the group with least experience in preschool practices.

2. The administrators, teachers, and support staff did not show significant difference (at the .01 level) in either competency rating or inservice need

rating on any of the items (see Table 3).

3. When rural early childhood service institutions and those in the urban areas were compared, no significant difference was found in competency rating. However, the rural group rated some inservice needs significantly greater than the urban group. It is worth noting as shown in Table 4 that the significant differences all occurred in are "THREE" (understanding learning environment). Big city early childhood service personnel seem to have less inservice need than those in the rural. This fits the stereotype of a "sophisticated" cityman.

4. The comparison of personnel in center-based programs with those in home/centered-based programs revealed that significant differences in rating occurred in both competency rating and inservice need rating on a number of items (see Table 5). It is particularly interesting to note that in all the 5 items showing significant differences in competency rating, the home/center-based group rated significantly higher than the center-based group. On the contrary, in all the 7 items showing significant differences in inservice need rating the home/center-based group rated significantly lower than the center-based group. It seems contradictory that people need less inservice on what they regard as more important. However, note that the significant items on the competency rating are not the same as the significant items on the inservice need rating.

5. Virtually no significant difference existed between groups when groups were formed on certification criterion, on preschool experience criterion, on preschool inservice criterion, and on areas of specialization criterion. This is unexpected since one would predict that those who have less preschool experience should have more inservice need, and that those who have not had much inservice should have more inservice need.

General Comments

Many of the surprising findings might be resolved in future research of this type with some improvements of the present questionnaire. For example, the finding that the respondents rated the importance of a particular item higher than the inservice need of that item might be due to the fact that they considered themselves quite competent in that item already, or that they preferred other means of improving themselves than inservice. Rating of self-competency and description of preferred means of improving ones-self could be added to the present questionnaire in future research. The finding that those who lack less preschool experience did not have more inservice need might also be due to the fact that they did not consider inservice helpful. Future research with an improved version of the present questionnaire should shed more light on these "surprising" findings.

Directions for Completing the Attached Questionnaire

In the first column rate the ideal competencies a preschool teacher should have. A low rating 1-2-3 is of less importance. A high rating 4-5-6 means important to very important. Circle the appropriate number.

The second column lists the areas in which you rate your present inservice needs. A low rating 1-2-3 means the least amount of inservice needed. A high rating 4-5-6 means the highest need for inservice. Circle the appropriate number.

Please return completed questionnaire in the enclosed envelope to the following address:

Dr. Teara Archwamety
Research Consultant
Founders Hall 2000
Kearney State College
Kearney, NE 68847

2/12/79

Preservice

Demographic Information

Name ______________________________

College you are attending ______________________________

Enrolled in:
- ☐ two-year college
- ☐ four-year college

Level in school:
- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Future plans in educational employment:
- ☐ Infants
- ☐ Toddler
- ☐ Preschool
- ☐ Kindergarten
- ☐ Handicapped
- ☐ Other ______________________________

Major Field of Study (College Major) ______________________________

Minor Area of Study ______________________________

Higher Ed. Form

DEMOGRAPHIC INFORMATION

I. Personnel Data:

A. Name of institution______________________________

B. Present position______________________________

C. Degree status______________Additional Hours_____/_______
Credit Inservice

D. Area of specialization: Major____________Minor__________

E. Hours in preschool education____________/____________
Credit Inservice

F. Do you hold a valid Nebraska certificate? ___Yes ___No

G. Endorsed areas______________________________

H. Years of work experience (in the field of education)
Administration/Supervisory__________________
Teaching (other than preschool)______________
Preschool____________________________

I. Does your institution currently have an Early Childhood training program? Describe --

DEMOGRAPHIC INFORMATION
Fill in if appropriate.

I. Indicate your city/town and county where program is located.

City/Town ______
County ______
Name of Present Program ______

II. Indicate the counties your program serves.

Counties ______ ______
______ ______

III. Indicate type of program you presently are carrying out.

Home-based ___ (Teacher works in child's home)
Center-based ___ (Child attends central location)

Home/Center-based ___
Other ___

IV. Indicate your population breakdown.

Home-based ______ Normal ______ Handicapped ______ Total
Center-based ______ Normal ______ Handicapped ______ Total
Capacity of your program ______

V. Personnel Data:

A. Present position ______

B. Degree status ______ Additional Hours ______ Credit / ______ Inservice

C. Area of specialization: Major ______ Minor ______

D. Hours in preschool education ______ Credit / ______ Inservice

E. Do you hold a valid Nebraska certificate? ___Yes ___No

F. Endorsed areas ______

G. Years of work experience (in the field of education)
Administration/Supervisory ______
Teaching (other than preschool) ______
Preschool ______

H. Funding sources: (estimate)

Federal ______ %
Local ______ %
State ______
Private ______

		Rate The Competencies A Preschool Teacher Should Have	Rate Your Present Inservice Needs
		LOW HIGH	LOW HIGH

The Early Childhood teacher can:

I. Understand normal child development.

A. Intellectual

1. Identify and provide appropriate opportunities and activities for the major steps in intellectual growth.

One01 a. Infants ------------------------ 1 2 3 4 5 6 1 2 3 4 5 6

Examples:

The ability to use one behavior to facilitate another, i.e. push cushion aside to reach a toy.

Systematically vary an action in order to observe the consequences i.e. drops an object from many positions.

The knowledge that an object exists even when it is not seen, i.e. looks for the ball that rolls behind the box.

One02 b. Toddlers (Preschoolers) --------- 1 2 3 4 5 6 1 2 3 4 5 6

Examples:

The ability to order objects from the shortest to the tallest, etc.

The ability to group objects by common properties, i.e. shape, color, etc.

Ability to take coordinated roles in an imaginary play sequence, i.e. mamma and baby.

B. Social/emotional

One03 1. Understand social-emotional development------------------------ 1 2 3 4 5 6 1 2 3 4 5 6

Examples:

Understand and facilitate the child's formation of an attachment bond with a caretaker/parent.

Understand and facilitate imaginary play which develops emotional maturity.

Understand and facilitate children's growth from playing side by side to playing together.

		Rate The Competencies A Preschool Teacher Should Have LOW HIGH	Rate Your Present Inservice Needs LOW HIGH
	C. Physical		
	1. Identify steps in gross motor development and provide appropriate activities.		
One04	a. Infants ----------------------- **Examples:** log roll sitting position knee walk standing position	1 2 3 4 5 6	1 2 3 4 5 6
One05	b. Toddlers - Preschoolers ------ **Examples:** walk run jump climb throw catch	1 2 3 4 5 6	1 2 3 4 5 6
One06	2. Identify developmental changes and -- provide appropriate activities in fine motor development. **Examples:** mark with crayon assemble puzzles assemble pegboard	1 2 3 4 5 6	1 2 3 4 5 6
One07	3. Identify developmental changes and -- provide appropriate activities in sensory-motor coordination. **Examples:** locate and grasp toy respond to sound tracing a dotted line	1 2 3 4 5 6	1 2 3 4 5 6
	D. Language		
One08	1. Understand and facilitate the major - steps in language development. **Examples:** Receptive language where child understands speech and gestures. Expressive language in use of gestures and one, two, or three-word sentences.	1 2 3 4 5 6	1 2 3 4 5 6

			Rate The Competencies A Preschool Teacher Should Have	Rate Your Present Inservice Needs
			LOW HIGH	LOW HIGH
One09	2.	Understand and facilitate the ---- major auditory and visual processing skills.	1 2 3 4 5 6	1 2 3 4 5 6

Examples:

Attention - ability to direct and sustain attention to sounds, includes ability to select relevant stimulus from background of irrelevant stimuli and to continue selectively for appropriate length of time.

Discrimination - ability to detect similarities and differences between sounds.

Memory - ability to remember and recall.

Comprehension - ability to derive meaning from auditory stimuli.

One 10	3.	Understand the physical development - as related to language.	1 2 3 4 5 6	1 2 3 4 5 6

Examples:

chewing
sucking
swallowing

The Early Childhood teacher can:

II. Understand exceptionality.

A. Understand the nature of the following handicapping conditions.

Two01	1.	Physically handicapped -----------	1 2 3 4 5 6	1 2 3 4 5 6
Two02	2.	Visually handicapped -------------	1 2 3 4 5 6	1 2 3 4 5 6
Two03	3.	Acoustically handicapped (hearing - impaired)	1 2 3 4 5 6	1 2 3 4 5 6
Two04	4.	Delay disorders in speech and/or - language development	1 2 3 4 5 6	1 2 3 4 5 6
Two05	5.	Emotionally disturbed--------------	1 2 3 4 5 6	1 2 3 4 5 6
Two06	6.	Specific learning disabilities-----	1 2 3 4 5 6	1 2 3 4 5 6
Two07	7.	Mentally handicapped (mild to ----- profound)	1 2 3 4 5 6	1 2 3 4 5 6

			Rate The Competencies A Preschool Teacher Should Have	Rate Your Present Inservice Needs
			LOW HIGH	LOW HIGH
Two08	B.	Identify and understand the degrees of handicaps when related to profound, severe, moderate, and mild.	1 2 3 4 5 6	1 2 3 4 5 6
	C.	Identify and plan programs for children's strengths and weaknesses.		
Two09	1.	Identify strengths and weaknesses	1 2 3 4 5 6	1 2 3 4 5 6
Two10	2.	Plan and implement appropriate activities	1 2 3 4 5 6	1 2 3 4 5 6
Two11	3.	Evaluate progress	1 2 3 4 5 6	1 2 3 4 5 6
Two12	4.	Utilize basic teacher observation strategy	1 2 3 4 5 6	1 2 3 4 5 6
The Early Childhood teacher can:				
III.		Understand learning environment.		
	A.	Home-based		
Three01	1.	Understands the objectives of a home-based curriculum.	1 2 3 4 5 6	1 2 3 4 5 6
Three02	2.	Assist parents in identifying goals for their children.	1 2 3 4 5 6	1 2 3 4 5 6
Three03	3.	Guide and train parents in observing their child and the use of instructional materials.	1 2 3 4 5 6	1 2 3 4 5 6
Three04	4.	Assist parents in seeking out needed support service.	1 2 3 4 5 6	1 2 3 4 5 6
Three05	5.	Assist parents in developing a positive self-concept and a positive relationship with their child.	1 2 3 4 5 6	1 2 3 4 5 6
Three06	6.	Understand typical problems faced by families of young handicapped children using that information to help the peers, siblings, and parents cope more effectively with the child.	1 2 3 4 5 6	1 2 3 4 5 6
Three07	7.	Select appropriate materials for the child's age, ability and developmental needs.	1 2 3 4 5 6	1 2 3 4 5 6

		Rate The Competencies A Preschool Teacher Should Have LOW HIGH	Rate Your Present Inservice Needs LOW HIGH
Three08	8. Use and demonstrate instructional - materials for the young child.	1 2 3 4 5 6	1 2 3 4 5 6
	B. Center-based		
Three09	1. Use a variety of approaches to ---- achieve parent involvement.	1 2 3 4 5 6	1 2 3 4 5 6
Three10	2. Gather, record and use data from--- parents.	1 2 3 4 5 6	1 2 3 4 5 6
Three11	3. Guide and train parents in ---- observing their child and the use of instructional materials.	1 2 3 4 5 6	1 2 3 4 5 6
Three12	4. Understand the typical problems --- faced by families of young handicapped children using that information to help the peers, siblings, and parents cope effectively with the child.	1 2 3 4 5 6	1 2 3 4 5 6
Three13	5. Identify and describe the minimum -- requirements of space and equipment needed in a program for young children.	1 2 3 4 5 6	1 2 3 4 5 6
Three14	6. Organize and equip a learning --- environment which facilitates independent learning in interest centers.	1 2 3 4 5 6	1 2 3 4 5 6
Three15	7. Arranges room, furniture and ----- equipment to allow the children to be self-reliant.	1 2 3 4 5 6	1 2 3 4 5 6
Three16	8. Select, develop and provide materials in the areas of language, motor development, intellectual development, social-emotional development and self-help skills.	1 2 3 4 5 6	1 2 3 4 5 6
	The Early Childhood teacher can:		
	IV. Understand the social/cultural environment.		
Four01	A. Understand the cultural values of the - ethnic and racial groups in the population served.	1 2 3 4 5 6	1 2 3 4 5 6

			Rate The Competencies A Preschool Teacher Should Have LOW HIGH	Rate Your Present Inservice Needs LOW HIGH
Four02	B.	Understand the effects of stereotyping by race, sex, or handicapping conditions on personal growth.	1 2 3 4 5 6	1 2 3 4 5 6
Four03	C.	Understand the problems encountered -- by the preschool child who must shift from the language learned at home to the language used in the educational setting.	1 2 3 4 5 6	1 2 3 4 5 6
Four03	D.	Understand one's own attitude, ------ prejudices, feelings, and response as they influence and are influenced by handicapped children and to utilize this understanding positively in working with them.	1 2 3 4 5 6	1 2 3 4 5 6

The Early Childhood teacher can:

V. Understand state and federal laws governing early childhood programs.

Five01	A.	Understand availability of services for handicapped children, (i.e. public health services, professional organizations, lending service [toybrary], Child Find)	1 2 3 4 5 6	1 2 3 4 5 6
Five02	B.	Understand responsiblity of local --- school district in providing appropriate services for pre-kindergarten handicapped.	1 2 3 4 5 6	1 2 3 4 5 6
Five03	C.	Be able to develop a written plan for -- preschool.	1 2 3 4 5 6	1 2 3 4 5 6
Five04	D.	Know funding sources -----------------	1 2 3 4 5 6	1 2 3 4 5 6
Five05	E.	Understand personnel requirements and - certification standards which may be required to work in early childhood programs of all categories.	1 2 3 4 5 6	1 2 3 4 5 6
Five06	F.	Understand provisions of services for -- children under 3 years through home-based programs.	1 2 3 4 5 6	1 2 3 4 5 6
Five07	G.	Know state and federal requirements for early childhood programs.	1 2 3 4 5 6	1 2 3 4 5 6

VI. Please list any other preschool teacher competencies and inservice needs which you feel weren't included.

APPENDIX L

HIGHER EDUCATION TASK FORCE/
NEBRASKA COUNCIL ON TEACHER EDUCATION

November 2, 1979

EARLY EDUCATION/SPECIAL ED/IHE

Agenda

I. Introduction - Review

II. Write Recommendations

- A. Guidelines
  1. General Statements, prioritize - 3 examples @
  2. Discuss - Modifications

- B. Group Selections
  1. Chairpersons - Current Members
  2. Timelines - T.A.

- C. Presentations
  1. Cognitive Development
  2. Language Development
  3. Motor Development
  4. Social-Emotional Development
  5. Self-Help Skills

- D. Summary
  1. Overlap
  2. Changes - Agreement
  3. Re-Write Assignment
  4. Dissemination Plan

III. Selection of 3 IHE for Early Ed/Sp. Ed.

- A. Announcements sent to....

- B. Attending Today

- C. Committee Structure Now

- D. Voting

IV. Mini-Grant

- A. Handouts

- B. Discussion

V. Vote Results and Closing

Nebraska Department of Education

Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

October 15, 1979

Dear Colleague:

Thank you for attending the October 4th meeting in Lincoln to discuss the development of training criteria for teachers of young children who are handicapped. As you will recall, the objectives and outcomes of that meeting were:

I. OBJECTIVES:

1. To inform Institutions of Higher Education (IHE) of the Federal mandate for developing a Comprehensive System of Personnel Development (CSPD).
2. To review the process of developing training criteria through the Nebraska Council on Teacher Education (NCTE).
3. To review the current and projected need for the training and certification of teachers of handicapped children below age five.
4. To share descriptions of existing training programs for teachers of young handicapped children, along with plans for program development.
5. To facilitate the coordination of training programs for early childhood special educators among Institutions of Higher Education.
6. To review the options for developing competencies for early childhood special educators.

II. OUTCOMES:

Objectives one through five were accomplished during the meeting. The sixth objective was accomplished on October 9th when NDE Special Education staff met with Bob Neely (NCTE) and the chairpersons of NCTE's Undergraduate Committee IV and Graduate Committee V. At that time, NDE requested and received approval to form a new Ad Hoc Committee within NCTE Committee IV-Early Childhood/Special Education. This new committee will be in addition to the three already-established Ad Hoc Committees for Special Education, Early Childhood Education, and Elementary Education.

This new Early Childhood/Special Education Ad Hoc Committee will be chaired by Jan Thelen, Early Childhood Supervisor for the NDE Special Education Branch. The committee will be structured according to NCTE

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William C. Ramsey
6481 Cuming Street
Omaha, Nebraska 68132
Phone: (402) 551-0426

Ad Hoc Committee guidelines; that is, the membership will be drawn from higher education, classroom teachers, school administrators, and the Nebraska Department of Education. Seven members are to be appointed -- three of which are to be selected by the Higher Education group that met on October 4th. The balance of the membership was selected at the October 9th meeting, and includes representatives from each of the three established Ad Hoc Committees: Special Education (2 persons), Early Childhood Education (1 person), and Elementary Education (1 person).

III. FUTURE ACTIVITY:

The Higher Education group that met on October 4, 1979, is asked to reconvene on November 2, 1979, to accomplish three objectives: (1) select three IHE representatives to sit on the Early Childhood/Special Education Ad Hoc Committee; (2) write criteria recommendations; and (3) receive mini-grant apps.

These criteria recommendations will include needed teacher competencies in cognitive development, language development, motor development (fine and gross), social-emotional development, and self-help skills. Each person attending the November meeting should be prepared to work in a small group defining/developing one of these competency areas for review by the Early Childhood/Special Education Ad Hoc Committee.

WHO: Individuals in attendance at the October 4th meeting or their designees. (If you were unable to attend the October 4th meeting, we cordially invite you to participate November 2nd).

WHEN: Friday, November 2, 1979

9:30 - 10:00 Coffee and rolls

10:00 - 4:00 Work session
Luncheon provided

WHERE: Nebraska Center for Continuing Education

1600 North 33rd (33rd & Holdrege Sts.)
Lincoln, NE
(402) 472-3435

We very much appreciate your continued cooperation and active participation in this task, and look forward to seeing you again on November 2nd.

Sincerely,

Jan Thelen

Gerald J. Sughroue
Assistant Commissioner

Janis J. Thelen
Early Childhood Supervisor

cc: Dr. Robert Neely, Nebr. Council on Teacher Education
Dick Halama, Nebr. Council on Teacher Education (Committee IV)
Paul Hartnett, Nebr. Council on Teacher Education (Committee V)

Attachment

Nebraska Department of Education
Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509
Telephone (402) 471-2295

September 20, 1979

Dear Colleague:

Across our state this fall, educational programs are underway for prekindergarten handicapped children. Services are being provided either directly or indirectly by the public schools as per NDE Rule 54.

The development of criteria for the training of teaching personnel in these programs is now directed to the Nebraska Council on Teacher Education (NCTE) in cooperation with training institutions and the Nebraska Department of Education. Since the passage of L.B. 889 last year, the deans of the teacher training institutions have been involved in discussions as to how each college or university might work with such candidates for training. In July of 1978, data was collected from Nebraska institutions of higher education to determine training program capacities in the areas of early childhood and/or special education. This information was reviewed and refined by the NDE L.B. 889 Personnel Standards Subcommittee, and appears in the attached chart.

The Department of Education, in cooperation with the Nebraska Council on Teacher Education, is now ready to initiate the development of training criteria for early childhood special educators. The Department, in conjunction with the NCTE, intends to conduct a series of working meetings throughout this coming year with the deans of the teacher colleges, as well as the heads of the departments of education, special education, and home economics/child development. The purpose of these meetings will be to systematically organize training offerings and to determine how to provide future early childhood special education training. The product of this effort will be the development and adoption of statewide personnel training criteria in early childhood special education through the Nebraska Council on Teacher Education.

To initiate this statewide effort, a meeting has been scheduled in early October to plan for the work to be accomplished, including projected timelines and delineated responsibilities.

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an equal opportunity agency

WHO: Up to 4 individuals from each institution of higher education to represent early childhood education, special education, or individuals responsible for teacher education.

WHEN: Thursday, October 4, 1979

9:30 - 10:00 Coffee and rolls

10:00 - 4:00 Work session
Luncheon provided

WHERE: The Villager Motel

5200 "O" Street
Lincoln, NE
(402) 464-9111

Please plan to bring the current early childhood and/or special education course offerings provided through your college, as well as any materials you may have already assembled for training in early childhood special education.

Your continued cooperation and enthusiasm in undertaking this ambitious and most important endeavor is greatly appreciated. We look forward to a productive year of work with you.

Sincerely,

Gerald Sughroue

Gerald J. Sughroue
Assistant Commissioner

Janis J. Thelen

Janis J. Thelen
Early Childhood Supervisor

cc: Dr. Robert Neely, Neb. Council on Teacher Education
Dick Halama, Neb. Council on Teacher Education

Please complete and return this form so that luncheon reservations can be made. Return by October 1, to:

Janis J. Thelen
Special Education Branc
Neb. Dept. of Educatio
P.O. Box 94987
Lincoln, NE 68509

College or University ______________________

Names Positions

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

Endorsement Type: 0-Preschool only
1-Preschool to 3

*( )-Not yet approved

UG - Undergraduate
G - Graduate

TRAINING PROGRAM CAPACITY INVENTORY
Nebraska Higher Education Institutions

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsements	Graduating Students from each Program
University of Nebraska Lincoln, Nebraska 68508				
	Elem. Ed. - Human Development (Preschool→ 6th) UG/G Through Home Ec OR Teachers' College Endorsement Type: 1			45
		Teacher of Phys. Hand. UG/G		3-5
		EMH K-9, 7-12 UG/G		45
		TMH K-9, 7-12 UG/G		15
		Emotionally Disturbed G		8-10 capacity 2-4 yr. complete
		Specific Learning Disabled G		10
		Resource Teacher K-9, 7-12 G		15-20
			Early Childhood Human Development and Special Education (Prekindergarten) UG/G Through Home Ec. OR Teachers' College Endorsement Type: 0	10 (AY '79-'80) 20 thereafter
		Speech Pathology K-12 G		20-25
		Audiology K-12 G		8-10

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
University of Nebraska Omaha, Nebraska	Early Childhood Endorsement (Elementary Ed.) UG			12-16
	Endorsement Type: 1	Acoustically Handicapped UG/G (Deaf Education) K-12,K-9,7-12		13
		EMH K-12 UG/G		42
		Emotionally Disturbed K-12 G		10
		MR K-12 UG/G		12
		Orthopedically Hand. K-12 G		-
		Resource Teacher K-6, 7-12 G		38
		SLD 7-12 G		-
		Speech Path. K-12 G		29
Chadron State College Chadron, Nebraska 69337	Early Childhood Endorsement UG			Not Available
		EMH K-12 G		Not Available
	Endorsement Type: 1	MR K-12 G		↓
		Resource Teacher K-12 G		↓
Kearney State College Kearney, Nebraska 68847	Early Childhood Endorsement (Elementary Ed.) UG			50
	Endorsement Type: 0	Mental Retardation K-6,7-12 UG		40
		Resource Teacher K-12 G		Not Available
		Speech Pathology K-12 G		↓
		*(SLD K-6, 7-12 UG/G)		↓
			*(Elem.Ed. Early Childhood-Special Education UG)	↓
			*(Early Childhood-Special Education UG)	↓

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
Peru State College Peru, Nebraska 68421	Early Childhood Endorsement (Elem. Ed.) UG			10
		EMH/MR (Elementary Ed.) UG		20
		Resource Teacher K-6, 7-12		Not Available
Wayne State College Wayne, Nebraska 68787	No Endorsement - Under Consideration			Not Applicable
		SLD UG/G		35
College of St. Mary Omaha, Nebraska 68124	Early Childhood Endorsement UG Endorsement Type: 1			Not Available
Concordia College Seward, Nebraska 68434	Early Childhood Endorsement (Elem. Ed.) UG			30
		EMH K-6 (Elem. Ed.) UG		30
Creighton University Omaha, Nebraska 68131		EMH, TMH K-9, 7-12 UG		10
		Emotionally Disturbed G		3-5
		Learning Disabilities G		3-5
		Resource Teacher G		1-3
Dana College Blair, Nebraska 68008		EMH K-8 UG		Not Available
Doane College Crete, Nebraska 68333	Early Childhood Endorsement			3 (AY'78-79)
	Endorsement Type: 1	MR K-12 (Elem. Ed. or Second Ed. Major) UG		5
Hastings College Hastings, Nebraska 68901		EMH K-6 UG		Not Available

School/Location	Early Childhood Endorsement	Special Education Endorsement	Combination Program Endorsement	Graduating Students from each Program
Midland College Fremont, Nebraska 68025		MR K-12 UG		Not Available
Nebraska Wesleyan University Lincoln, Nebraska 68504		MR K-12 UG		15-20
Union College Lincoln, Nebraska	Early Childhood UG Endorsement Type: 1			Not Available
MCRI - University Medical Center Omaha, Nebraska	Human Service Technician/Specialist UG (Trained direct-contact staff members who work under direction of professionals from a variety of disciplines - services to developmentally disabled persons)			2 year program with academic and laboratory (supervised work) experience Academics--Community College (North Platte, McCook, Metro. Tech.) Laboratory--MCRI or related training Institutions
SETS (State Education Training Series) Sponsored by: NDE, Sp. Ed. Branch Cooperation with: Nebraska Consortium of Teacher Trainers in Sp. Ed. Conducted with: UN-L Div. of Continuing Studies		Credit may be applied toward Sp. Ed. Cert. UG/G (Graduate credit requires additional project)		Cooperating Colleges (transfer of credit to these Institutions may be arranged): College of St. Mary Concordia College Creighton University Doane College Hastings College Midland Lutheran Coll. Nebraska Wesleyan Univ Univ. of Nebr.-Lincoln Univ. of Nebr.-Omaha Chadron State College Kearney State College Peru State College Wayne State College